

VOLUME XVII

No. 4

The A.T.A. Magazine

OFFICIAL ORGAN OF THE
ALBERTA TEACHERS' ASSOCIATION
Magistri Neque Servi



DECEMBER, 1933



M. E. LAZETTE
2014-80 AVE.

Moving On

THE cynics may well hold gloomy revel this Christmas, as they gaze on the ruin that was Spain, the flare of hatred along Manchurian outposts, and the night ambush lurking behind Ethiopian hills. "Peace on earth . . . ?" But as usual the cynics will be wrong.

For the star which shone over Bethlehem sheds a harsh light upon the straddling Tamburlaines of today, exposing their glory as tinsel, and their conquests as mere armed robbery, warmed only by the dubious adulation of their kind—outmoded, fantastic survivals in a world that is moving beyond them.

Though menaced and crowded, goaded and bruised by the weapon of our selfish miscreation, we are winning slowly towards that Divine which was made human in a cattle stall, towards the Wisdom earned from toil in a carpenter's shop:

"Blessed are the meek, for they shall inherit the earth."

"Blessed are the pure in heart, for they shall see God."

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Teachers who are changing schools at the end of the Christmas term are asked to report their new address to the General Secretary-Treasurer.

Unemployed teachers may, on the payment of a fee of fifty cents, keep themselves in good standing in the Alberta Teachers' Association, and receive *The A.T.A. Magazine*.

The A.T.A. Magazine

MAGISTRI NOVE SERVIZII

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ASSOCIATION
PUBLISHED ON THE FIRST OF EACH MONTH



Managing Editor

JOHN W. BARNETT, IMPERIAL BANK BLDG., EDMONTON

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Editorial

Greetings to our Members

The faithfulness of those co-operating and sacrificing in safeguarding the cause of Education and in raising the status of the Teaching Profession is being rewarded by indisputable progress.

The dawning of each New Year gives to those who remember the past, glimpses of a future even brighter.

ERIC C. ANSLEY **JOHN W. BARNETT**
President. Gen. Sec.-Treas.

RE FALL CONVENTIONS

THE following resolution was adopted unanimously at a meeting of the Hardisty-Provost District Local of the Association:

WHEREAS: The teachers attending Inspectorate Conventions are all members of the A.T.A.; and
WHEREAS: Teachers are paying fees to two separate organizations which is an unnecessary duplication:

BE IT THEREFORE RESOLVED: That steps be taken to provide that the Conventions be held under the auspices of the A.T.A. District Local, with the Inspector as an ex-officio member of the programme committee as is the case at present, and also the Minister approve the programme.

The above-mentioned District Local has voiced the opinion of a growing number of teachers throughout the Province as to whether the inspectorate conventions should in future be held under the auspices of the Association instead of as at present, by programme committees which bear the name "Teachers' Association Executives." There is a growing impression that there are too many organizations of teachers: e.g., we have our A.T.A. which now includes every teacher serving under the School Act; then it is usual for each convention to be governed (in name at least) by a separate entity with little if any co-ordination of aim or intention as between the different conventions. Then most of these conventions elect what might be called "off-shoots"—Festival Committee, Dramatic Committee, Field Day Committee, Sports Committee, etc. Each of these organizations carry on more or less in a detached way as far as the body which elected them is concerned, and each take their toll of energy, and, may be, money from the teachers' pockets and, unless the inspector is on the alert at all times to prod these committees into action and replace vacancies in their personnel, many of them would make a very poor showing. A deal of difficulty exists owing to the fact that the convention meets but once a year and the executive can not exercise any supervision of its committees between conventions. Again it must be admitted that if more than one body or organization continued to function throughout all times during the year it would lead to further confusion, for it would be far better for one body to work effectively all the time than two of them following or crossing each other's tracks. But the A.T.A. was given professional status recently in order that the teaching body of the Province might have one homogeneous authority functioning at all times, able to reach out to each and every section by and through local associations.

◆ ◆ ◆ ◆

IT IS suggested in all seriousness that many of the fall convention executives exist in but name only: that is to say, they are elected by those attending the one yearly meeting and then the teachers forget all about it until the next convention is in the offing the following fall. The inspector then takes stock and finds often a number of holes in the personnel of his convention committee. There has been and can be no meeting called of the body which elected the original committee; several of the committee have either left the profession altogether or are teaching outside that convention area, so all he can then do is scan his list of

teachers and invite or persuade others to serve as executive members for arranging the forthcoming convention programme. In its final analysis therefore, it means that an elected committee to expend the money of teachers and run their affairs in this regard becomes a misnomer.

* * * *

PREVIOUSLY one could not dispute the contention urged against the A.T.A. taking over the fall conventions that it was wrong in principle since many teachers who attended the conventions and paid money to attend them might not be members of the A.T.A., and that it might result in such feeling indisposed to attend the convention if sponsored by an organization with which they were not affiliated. Now, however, that disability is removed and the situation clarified. It is contended that if the A.T.A. assumed responsibility in a general way for the fall conventions as it now does for the Provincial Easter Convention, the whole question of teacher government would be harmonized and made homogeneous. Thereby, the multiplicity of teacher organizations would become a thing of the past. The convention executive might be the executive of the local association of the A.T.A. or, in case the convention area covered more than one local association, a council composed of representatives of all locals throughout the territory. These local executives exist at all times and are reaching out to the membership throughout the whole year and vacancies on the convention committee would be filled automatically as they arose, and there would be an advantage surely in all extra-curricular activities being consolidated under one responsible democratic authority.

* * * *

FURTHERMORE, one who makes the rounds of the various fall conventions can not but wonder if the inspirational side of these gatherings could not be improved considerably. This condition is due to nobody's fault in particular. Lack of resources of each individual convention with its consequent lack of wide field of choice of guest speakers, also possible lack of touch with, and knowledge of procedure in securing, prominent contributors to professional meetings—all these circumstances militate against the interest and effectiveness of the conventions as they succeed themselves year by year, producing what might be termed an unattractive sameness and lack of drawing and publicity power. Might it not be possible to plan the fall conventions on a province-wide basis, to secure at least one person each year of national, even international note to make an itinerary of all the fall conventions, engaging him for say a full month and paying him a fee commensurate with his standing, a fee which would be prohibitive to any single convention in this province? With a little organization on the part of the Association and co-operation on the part of the various convention committees, the cost of the prominent guest speaker could be apportioned amongst the various conventions in accordance with their ability to pay. Under any circumstances one would be safe in stating that this could be done without any increase whatsoever in the usual convention fee of \$1.00.

* * * *

THE proposed change could be brought about without in any way derogating from the dignity or authority of the inspectors of schools. It has always been deemed reasonable and right that these gentlemen should be supported by statute in being provided with an opportunity once a year at least of meeting and conferring with their staff of teachers and at such times to be in a position to direct and influence the general trend of the programme. There would be the same facility provided for the inspector to be in the same relationship as now with the convention committee in organizing the programme, and there would be no need to make the slightest change in the existing General Regulations of the Department governing teachers' conventions, which read as follows:

27. Upon receiving the approval of the Minister the officers of any teachers' association may arrange for a convention, the object of which shall be to promote the teaching efficiency of its members.
28. The inspector shall be, ex officio, a member of the committee of each association in his inspectorate, and he shall be consulted by the committee with respect to the arrangements for the convention.

Regulations 29 and 30 set forth the procedure to be followed in securing the approval of the Minister with respect to date, submission of programme, notice by the secretary to the teachers in the convention area and the issuance of certificate of attendance in order to entitle the teacher to salary during days he may be absent from school for the purpose of attending the convention.

On the face of it, there does not seem to be any need for any change either in the School Act, or the Regulations of the Department to implement the suggestions contained herein, for it is apparent that any convention committee which submitted a programme to the Minister which in his opinion was not calculated to "promote the teaching efficiency" of the teachers attending the convention would be opposed by the inspector and other advisers of the Minister, resulting in the latter's approval of the convention being withheld.

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Possibilities of a Provincial Currency

Part II

By WILLIAM WALLACE, M.A., F.R.S.E.

(Continued from Previous Issue)

V.—MANAGEMENT

38. The addition to local circulation of a provincial note issue need not by itself create confusion. We are already accustomed to the use of a plurality of note issues—of the several chartered banks and of the Dominion as well. The Law of Gresham, which we see or hear quoted occasionally, that "Bad money drives out good," is no longer relevant, since our currency has now no intrinsic value: it is all equally good—or equally bad. Unless it be that the **bank notes** have already driven out of circulation the **Dominion notes** of similar denomination (\$5.00 and up). Be that as it may, the notes of the chartered banks now circulate at par with the legal tender of the Dominion. Under legal sanction, therefore, without which provincial notes could not be issued, provincial notes should circulate at par with the other issues, provided that steps are taken to prevent the issue from becoming redundant in volume. The kind of management required will appear presently.

Local Monetization of Incoming Credits

39. The problem relates to the accounting of the export-import traffic. Payments for goods exported are received by the individuals or corporations concerned in the form of **credit instruments**, such as cheques, money-orders, drafts, etc. Being drawn on external accounts, in more or less large sums, such instruments are impracticable for general local circulation, but are exchangeable at the banks for currency, or for titles to currency in the shape of deposit accounts. In that way the credits are duly monetized, the bank's stock of currency being reduced accordingly, as the deposit accounts are liquidated and pass into circulation.

Local Demonetization for Outgoing Credits

40. Conversely, when a local importer wishes to pay an account due to an external correspondent, he does not in general transmit currency, but transfers title to currency from his account to his banker, in return for a credit instrument of equivalent value, which he transmits to his correspondent. To that extent, currency in local circulation is thereby reduced, and the bank's stock of available currency increased.

Balance of Trade

41. Where the importer's credit is assured and he transmits a simple uncertified cheque, the draft on his account is deferred until the cheque is returned to the bank through clearing-house process, along with other similar instruments executed and due. Meanwhile all similar instruments, representing **inward credits**, have been returned to their points of origin through the same process, balances between local and external banks being regularly adjusted, one way or the other, in the proper currency or in bullion, as convenient. In this way the operating funds of the banks are irregularly maintained at or about their average volume.

Balance of Trade Disturbed by Inflation of Currency

42. The due equation of import-traffic to export-income is obviously ensured automatically, under present circumstances, by the fact that the only funds normally available for the purchase of imported goods are, finally, those created by the monetization of export credits. But that would no longer be the case if local circulation were inflated with an independent issue of provincial currency, circulating freely along with the bank-currency representing the export-income of the community.

Restraint of Import-Traffic Necessary

43. It might be feasible to allow sellers of imported goods to demand bank or Dominion currency for imported merchandise, all currencies being valid for the purchase of home products. That, however, would give rise to two difficulties at least. It would be necessary to protect consumers against the sale of home products as imported goods in competitive markets, and to make limited provision for exchanging provincial currency for bank or Dominion currency in the case of persons whose wages were paid in provincial currency, so as to enable them to acquire imported necessities. Neither of these difficulties would be insuperable; but their solution would increase the expenses of administration and would certainly prove irksome both to consumers and traders.

44. A method of side-stepping both is deducible from the analysis given in par. 39, where it was shown that the final settlement of accounts involved in the export-import traffic of the province was accomplished, not by the exchange of currency between the correspondents concerned, but by the interchange of credit-instruments between local and external banks through clearing-house process, in which many such accounts are treated *en masse* at regular intervals, and only the marginal balances settled in currency or equivalent. The ebb and flow of these marginal settlements is the indicator of the **balance of trade**, as between the province and outside communities, being favorable when the flow is inward, and **adverse** in the contrary case.

An Indirect Method of Adjustment

45. Let us suppose now that provincial currency is circulating freely at par with bank and Dominion currency, so that there is no discrimination between them in the purchase of local or imported merchandise. And suppose further that, for an appreciable period, the balance of trade, as disclosed by bank returns supplied to the government, has been persistently adverse. That would mean that the currency inflation was being applied in excess to the purchase of imported goods; and it would be necessary to check such excess, since the credits accruing from export-traffic furnish the only valid means of settling the importers' accounts. But the checking must not be done by curbing the purchase of necessities. Therein lies the problem.

Luxuries vs. Necessaries

46. The obvious alternative is, of course, to curb the purchase of luxuries (imported). There may come a time, perhaps soon, when it will not be necessary to restrain luxurious living in order that the poor may have necessities; but that time has not yet arrived, nor will it while the present industrial order persists. Hence, if society is in earnest about ending poverty and destitution in this era of abundance, it cannot, in the meanwhile, escape the necessity of curbing the extravagance of the rich.

Luxury-Taxes

47. The immediate problem is that of keeping the traffic in imported goods within the limits of the export-income of the province, as a whole; and two main alternatives present themselves—a sliding sales-tax on selected luxury-imports, or a super-tax on higher incomes. The former is obviously better adapted to continuous adjustment, but would tempt evasion through outside purchasing. In the latter case the difficulty of obtaining true statements of

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income is notorious, and will be hard to beat so long as industrial accounts remain closed to public audit. In either case, since the rates imposed would have to be sufficient for the purpose, evasion by some would merely increase the burden of other members of the class affected, and would not affect the inferior-income classes. The best plan would probably be a combination of these two methods, the super-income-tax serving as a main volume-adjustment, and the sliding sales-tax as a final adjustment. The income-tax factor would logically represent the increased demand for imported necessities consequent on the inflation of currency by the provincial issue—the variable sales-tax would more or less continuously correct irregularities in the control-effect of the income tax. The joint effect expected would be the reduction of expenditure on imported luxury-goods sufficient to leave room, within the limited total, for the purchase of imported necessities by the poorer classes, in adequate volume.

Favorable Balances Settle Adverse

48. It should be noted, however, that the revenue from such taxes could not be applied to the settlement of the adverse balances in respect of which they were levied, since these can normally be settled only out of the favorable balances of other periods. The corrective taxation must in fact be pressed to the extent of creating favorable balances for that purpose, the banks in the meanwhile carrying the deficit. It is relevant to remark that the injection of additional currency into circulation (the provincial note issue), would take the sting out of the corrective tax-levy, which would only take currency out of circulation to return it immediately in government expenditures within the province. And, if neighboring provinces adopted a similar plan, the possibility of evasion of the sales-tax would be greatly reduced.

Price-Regulation Indispensable

49. Since the plan just outlined involves currency inflation, price-regulation is obviously indispensable in order to forestall price-inflation, which would seriously pervert the operation of the plan. The normal response of sellers to a new issue of provincial currency in relief wages, as described, would be to inflate their prices to make surplus profits; and every rise in the prices of the commodities to which such wages are normally applied would depress the purchasing-power of all wages so applied, and with it the standard of living of the wage-earners. In relation to social welfare price-inflation is an impossible circumstance.

Primary Rights of Buyers and Sellers

50. On the other hand, price-regulation is a drastic innovation which will not be lightly conceded by sellers. In the end they will plead the primary right of owners to sell their property as they please. Aside from the question of ownership, in so far as that plea has been sustained in the past, it has been mainly because of organization on the part of sellers and lack of it on the part of buyers, giving sellers the advantage in economic strength. In the limit, if sellers insist collectively on their inherent right of price-setting, their proper *vis-a-vis* in the argument should not be buyers individually, but the governments representing them collectively. If the bargaining were collective on both sides, as it ought to be, the result of the argument would amount to price-regulation. Of that there can be no doubt, although it is beyond the scope of this article to discuss the matter in detail. In what follows the necessity of price-regulation is taken to be conceded; and a rational price-formula, as a basis of price-regulation, will be submitted in a future article.

Extension of Plan to All Public Services

51. There is no sound reason why the issue of provincial currency should be limited to the relief of unemployment and destitution, if the resources of the province and the industry and skill of its citizens can be made to yield higher standards of living by still further injections of local currency into circulation. Until in fact every person in the province is consuming all he wants of what the province can produce, in the way of cereals, milk, cream, butter, eggs, poultry, mutton, pork, beef, fish, vegetables, sugar, honey, firewood, coal, oil, gas, electric power and light, water, leather and woolen goods, building materials, soap, glass, crockery, etc., it is both practicable and desirable that the circulation of local currency should be again and again enlarged. And this may readily be done, in the first instance, by gradually including the wage-schedules of the regular departments of public service within the operation of the plan, and subsequently by adding new public services and by advancing the wages of public servants, perhaps also through the application of Major Douglas' "Assisted Price Plan."

Effect of Managed Inflation of Currency

52. With effective price-regulation, and management of the export-import traffic as indicated, every additional dollar thus issued by provincial governments, in wages of employees and purchases of local commodities and services, would go to promote activity in every local industry (farming and mining included), by furnishing new purchasing-power for their products, until the province became a bustling hive of uninterrupted industrial activity. No failure of the export traffic could do more than curtail the traffic in imports, unless it were to stimulate local activity in the production of substitutes. But that prosperous state of things could only be reached as the result of intensive self-assisting effort. The local currency used to sanction that effort would not, in any sense, be a free gift of purchasing-power.

Control of Supplementary Currency by Service-Taxes

53. Control of this supplementary local currency would be automatic and reasonably complete in democratic communities, a fundamental feature of which places all public services and all public expenditures under proper control, through the budget-debates in the legislature. All public services, moreover, are collective projects of the citizens as a whole, the normal financing of which depends on taxes subscribed therefor by the citizens. Thus every dollar voted by the legislature for public services during the ensuing year, and duly expended, could be collected again in taxes during that year ready for redistribution in the next year following, and so on continuously. Whatever be the volume of local currency printed by the provincial treasury under sanction of the legislature, there would go into circulation, and return in taxes, only enough to carry on the services sanctioned by the legislature year by year. The remainder would be idle in the treasury ready for such emergencies as accidental destruction and tardy tax receipts. **Borrowing to meet local expenditures would be unnecessary.** Provision for the purchase of imported equipment and materials, required in the public services, might appropriately be derived in part from the proceeds of the luxury taxes (47), and for the rest would be included in the general service-tax.

Provincial Self-Capitalization Cure for Local Poverty

54. This provision of local currency is clearly of the nature of financial capitalization, capable of indefinite expansion, as long as there are new wants to satisfy which the resources of the province can supply. And the claim here advanced is that every autonomous community, which

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has the authority to legislate for the exploitation of its natural resources, should have also the power to provide the financial capital necessary for that exploitation, free of all relativity to its export traffic, that is to say, free of all relativity to the demand of extraneous communities for its products. The subordination of the local self-providing activities of the constituent units of large federal unions, (like the Dominion of Canada, the United States of America and of Germany and the Republic of France), to their export traffic, is here seen to be an irrational and vicious cause of poverty and destitution throughout the world, the logical remedy for which is the free and independent capitalization of local self-providing activities everywhere. Even if nothing were done about price-regulation, and price-inflation were allowed to go unchecked to the point of dislocating export-traffic, each local unit could still protect its citizens from utter destitution by carrying on its self-providing industries.

Reduction of Public Debt by Curbing Extravagance

55. The proper functioning of the luxury-taxes is vital. With a limited income from export-traffic, the power to acquire imported goods is equally limited. When therefore there arises an issue as between private expenditures on imported luxuries, on the one hand, and, on the other, the importation of necessary equipment and materials for industrial or government use or of common necessities for consumers' use, the common welfare demands that necessities shall always take precedence. A similar argument applies to the problem of retiring the outstanding obligations created by past public borrowing. These can only be effectively met, as they mature, out of favorable balances of trade taxed in for the purpose. Self denial in the matter of imported luxuries is obviously a necessary condition of the final discharge of public debt, and that can only be ensured by the proper assessment of luxury taxes. The refunding process merely perpetuates the needless and oppressive burden of interest.

Circulation of Local Tax-Funds

56. It is worth noting by the way that the burden of taxation would be greatly lightened by this use of local currency for public services, as independent capitalization. Paradoxical though it may seem, under this plan the government would first distribute the funds it subsequently demanded in taxes, these funds in the meanwhile circulating freely as supplementary purchasing-power, and carrying prosperity and taxpaying capacity with it—to every corner of the province and to every citizen.

Prospect of New Industries

57. The prospect of attracting new industries would also enter a new phase. For a number of years politicians have been talking of the valuable power-resources of Alberta as an important (industrial) asset, but nothing has come of it thus far; and the province continues to export its wool, hides and tallow to be elaborated elsewhere into usable woolen and leather commodities and soap, for all of which we have to pay, in the prices of those goods, not only the costs of manufacture but also expensive transportation costs both ways. But the expansion of local markets under the stimulus of the supplementary local circulation would offer a new inducement to manufacturers of woolen and leather goods, soaps, coarse glass goods and crockery, and perhaps bye-products of coal, oil and salt, to establish factories in Alberta, so as to save needless costs and take advantage of the cheap power. The assured home market would make all the difference; and, in that regard, most of the western provinces might well furnish a profitable near-home market. It might even be appropriate to devote a part of the proceeds of the luxury-taxes to the payment

of bonuses to such real infant industries: such a policy would also effectively aid the regulatory function of the luxury taxes themselves. In this way, a considerable volume of import-traffic would be converted into profitable home industry, and enable the export-income to cover more desirable lines of imported goods, or aid in reducing public debt. And, in time, the supplementary local circulation would become the main circulation, and the export-income the provincial pocket-money, as it ought to be.

The Bank Situation

58. The bank situation is technical and I do not propose to discuss it. But there would probably have to be some sort of provincial bank of issue, although the functions of such a bank might, for a time at least, be sufficiently well performed by the provincial treasury. The commercial banks could probably carry on as usual. The acceleration of all business, as a result of the increasing local prosperity, would at least increase the deposit business of the banks. On the other hand, the increased stability and smoothness of business operation, as a result of the price-regulation feature, might reduce the need for bank loans, which are the main source of bank incomes. It might be necessary for the treasury to allow the banks a reasonable fee for handling its notes as unremunerative business.

The Agricultural Situation: Town vs. Country

59. The agricultural situation calls for a final remark. There has been a deal of talk in recent years about the injustice of that situation, but not much rational argument. It is not sufficiently realized in other circles that the farmer's position at the base of the economic structure is an impossible circumstance in relation to the just reward of his services, especially in pioneer settlements. As the saying goes: "The farmer gets it in the neck both going and coming." He has to take what the middleman offers for his produce and pay what industry demands for his equipment and means of sustenance, and he has to carry surplus transportation charges on both. All the "buck-passing" and "striking" that goes on in the industries above him finally rest on his shoulders—he alone cannot pass the buck to anyone nor effectively strike. In economic strength he is at the bottom of the scale. He can never get justice in a free-for-all market. As he is jostled and squeezed on every hand by society in detail, so must compensation come to him from society as a whole. Under existing conditions he should be receiving a bonus from government for everything he sells, to bring his remuneration up to par value with that of other industrials.

60. There is, however, very little hope of a solution of the agricultural problem in that direction. The issue is really the fundamental issue between "town" and "country", and there is much to be said on the "town" side as well. The great majority of townspeople are wage-earners, the purchasing-power of whose limited earnings is ground down to the limit, as we have seen, by the price-inflation policies of producers and merchants. Most of these people are unable to afford themselves more than a little of the farm produce they and their families need, and would probably oppose the bonus-plan, as price-inflation in disguise—as it would indeed be, unless specifically funded out of luxury-taxation.

Effect of Plan

61. The situation would be revolutionized by the adoption of price-regulation and managed currency-inflation, as submitted. Price-regulation alone would assign a just price to the farmer for his produce; while the local inflation of currency, applied directly to consumption, would sustain the produce-market in due volume with reasonable uniformity, without embarrassing the consumer.

Casual Treatment of Pioneer Farmers

62. A specific aspect of the agricultural situation calls for a brief mention in conclusion. It relates mainly to pioneer settlements like the western provinces of Canada; and the argument adduced belongs to the same category as that which the mechanical industries use when they appeal for tariff protection for their infant industries. Society is unquestionably indebted to the pioneer farmers who break up and settle new territories to supply her future wants. Yet society has never in any way shown practical appreciation of that service, strenuous and self-denying as it is, beyond complimenting them (the pioneers) on their grit, and taunting them with the lack of it when they grumble at their lot. Whatever may have been the circumstances which led, or drove, these pioneers to the wilderness, society ought at least to acknowledge her indebtedness by lightening their burdens in every practicable way. And she could not do that better, perhaps, than by supplying them with **credit at cost**. They are always short of operating capital, and the rates charged by the commercial banks are prohibitive, while mortgage loans are veritable bondage. The accommodation suggested, moreover, would at least be some compensation for the serious disadvantage all pioneer farmers suffer on account of "the long haul." On everything they have to buy, or are able to sell, that long haul is a devastating tax. And the almost incredible fact is that the only cost to the parent state would be that of granting to each autonomous province the right to capitalize its own activities with its own money! Agricultural **credit-at-cost** would then be a cinch; and, as the granting of currency and credit rights to the provinces is the logical corollary to the transfer of the ownership of the natural resources, it ought, but for the B.N.A. Act, to be a foregone conclusion.

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Hair-Raising

By H. R. Leaver, M.A.

MY ATTENTION was first directed to fashions in the wearing of the hair when about three days' journey from the Horn, on board an old sailing ship. The voyage was an exciting one for me, but the occasion has been completely obliterated by the interest that I gained in the array of pictures in the captain's cabin. All around the cabin were styles of wearing the pigtail. There were the tarry adornments as one finds them in the illustrated novels of Smollet, to the powdered appendages worn by Admiral Byng and the Dutch hero Van Tromp. That interest has never faded, but has rather grown by what it fed on. I have been attracted by the appearance of the hair at any assembly where the uncovered head has been exhibited. Whether in Honolulu, where the fuzzled, wiry, raven locks give shade to the white sands, or whether in the Green Room of a West End London theatre, where the golden waves fall with delicious abandon over the shoulders of a new stage favorite; no matter where, I am alike a Jason for the golden fleece, or a Theseus for the dark mysterious head-covering of an Ariadne. I envy those Philistines who saw Samson, and those soldiers who assisted in disentangling Absalom from the oak. Like the cobbler who judged the world by the way they tread, I form my estimate of a person by the character of the hair.

It is not color that attracts me; it is not the fineness or coarseness, but a natural waviness, combined with a characteristic that I cannot describe by any other word than "timbre". In fact, the musical term suggests a fulness and richness of tone, the kind that one finds in a cello or flute. I have seen the hair of a woman in Madagascar that to me was a perfect orchestra of flute, cello, bass viol, in a rhythmic cadence, rich and flowing. I have thought of this fact often, and cannot explain it by any other theory than that my environment of the sea, the ripples that betoken the first suggestiveness of a breeze in mid-ocean, the long unbroken undulations after the storm, and the staccato movements of the surf, all bring to my imagination the thrill of a maiden's hair, in its natural freedom of play in the wind or in the tempest. The poet Byron must have felt as I do when he wrote:

"Yet I have loved thee Ocean, and my joy
Of youthful sports was on thy breast to be,
For I was as a child of thee
And trusted to thy billows far and near,
And laid my hand upon thine mane, as I do here."

In the ancient myths, I have always fancied the Sirens as

creatures distinguished by their hair tuned to the rhythm of the waves, more than by the allurements of their voices. Shelley speaks of the blown fringes of the thunder cloud as the Maenad-locks of the approaching storm. Pegasus is to me the flying horse with the flowing mane, the genius of rhythm and pleasant sounds. It was the rippling hair of Andromeda that gave pause to Perseus when he rescued her from the sea monster. I might multiply examples, but suffice it to say, that Cleopatra is no more beautiful to me than the Patagonian maiden with tresses blown like the locks of a Bacchanalian votarist. My thrill at the discovery of King Tut's tomb in the Valley of the Kings, centred in the chance opportunity of finding new fashions for the hair.

It is not strange that this peculiar trait in my nature has its emotional reverse—a backward or negative love as it were, that merges into a sort of hate of barbers and of wig-makers. The tonsure as a fashion for monks is an abomination to me, and there is no anecdote in history that gives me more fiendish delight than that in which the wig-makers' association petitioned George the First to compel people by law to wear a wig. The Hanoverian monarch, knowing no English, and mistaking the interpreter's German, told them that he would not interfere with the English laws regarding legacies to the rightful heirs. The work of the barber is a most degrading occupation. Short hair has always indicated the slave. Recent discoveries in the Euphrates Valley show the nobility and princes of the old Sumerian civilization in the perfect unshorn state; the menials and slave have close-cropped heads. The Roundheads of the Cromwellian party were a people without imagination and without fancy.

There is something religious in the practice of wearing the hair long. It is no chance ritual that the Hebrews forbade the razor to touch the head of a Levite chosen for the priesthood. Was not the father of Samson commanded to let the hair of his son grow, because the boy was to be given to the Lord, and the apostle Paul speaks of the hair of a woman as her crowning glory. Even among the fakirs of India, the long hair is a sign of veneration and respect, even though it is plastered with mud and grime. One cannot fancy Michael Angelo depicting a Moses or an Isaiah with a close-shorn head.

The topic might go on to greater lengths, but time forbids. Owing to a false psychology or phrenology, started by that giant Aristotle, hair was thought to be an obstruction to thought. Ideas secreted at the roots of the hair, were thought to be conducted more readily when the path to the outer world was not overgrown. Recent investigation has proved this to be incorrect. Long hair is the natural finish to the forked creature called Man. There are signs that we are emerging from another barbarous age (one could not avoid the pun). The hair-dressers are taking down the pole indicating the hair surgery, and are showing the Neon Light of the Beauty Specialist. The blood-letting and tooth-extracting division of the trade has long since been relegated to the specialist, and now the hair-dresser can devote his whole attention to tonsorial adornment with what good results, time alone will show.

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Educational Research Department

SPEECH DEFECTS: STAMMERING AND STUTTERING By H. E. SMITH

A NUMBER of requests from teachers for information regarding the cause and cure of speech disorders leads me to think that a brief statement might be acceptable. In a field so extensive as that of speech defect some delimitations must of necessity be made. In this article I shall therefore first set out the usual classification of speech defects in general and thereafter confine my attention to a single type, No. 7 below, of most frequent occurrence.

Classification of Speech Defects

1. Articulation defects. These include lisping, substitution of consonants, and infantile speech generally, the treatment being persistent drill in correct enunciation.
2. Defects caused by abnormalities of speech organs, as nose, teeth, palate, throat. Adenoids, enlarged tonsils, irregularities of teeth, and peculiarities of palate construction are matters for medical attention.
3. Enunciation defects due to sluggish mouth action, tenseness of jaw, and the like.
4. Non-organic voice defects where the voice may be characterized as monotonous, nasal, lacking resonance, throaty, harsh, or high pitched. Voice culture is indicated.
5. Delayed speech or absence of speech. This may be due to deafness, to feeble-mindedness, to poor muscular coordination, or to lack of incentive to talk.
6. Aphasia. This is commonly due to shock or injury. It implies loss of ability to understand or read words, or on the motor side to write or speak them.
7. Stammering and stuttering. These are basically nervous disorders. In frequency of occurrence, in mystery of origin, and in resistance to correction, this type dominates the field.

Nervous Speech Disorders

The history of attempted explanations and cures of speech disorders constitutes an interesting chapter in medicine no less than in psychology. As to cause, this was variously ascribed by different writers to humidity of the brain, to anatomic lesions and malformations of speech organs, to weakness and immobility of the tongue, to incorrect respiration or misapplication of the breath, to spasm of certain or all of the articulatory muscles, to excessive rapidity of thought, and in less informed quarters to demonic possession. These comprise only a few of the many ingenious explanations.

On the treatment side the variety of therapeutic measures is not less rich. Reflecting the wealth of causal theories we find recommendations of a warm and dry atmosphere, of warming and parching diet, of embrocations with honey, salt, and sage; surgical operations on tongue, tonsils and palate; pedagogic methods in infinite variety; and breath control exercises no less varied. Throughout the long history of attempts to cure one of the most distressing of human afflictions we cannot overlook the fact that each attempt, even the most irrational, did at first show some results. Why this is so the sequel will indicate.

The Primary Cause

Passing over, as falling outside our present limits of space, the detailed pathology of stammering, we shall state as explicitly as possible its presently accepted explanation.

Stammering is due, almost without exception, to individual maladjustment in social relationships. It rests upon a basis of some sort of inferiority, usually not consciously recognized and admitted, but felt none the less profoundly. This inferiority may develop in a variety of situations which can be only suggested here. Its genesis is usually in early child life. Perhaps one of the parents is domineering, aggressive, harsh, unsympathetic, and as such a source of terror. Or the parent may be ambitious and successful, an outstanding figure in his field, impressing this superiority, whether intentionally or not, upon the child. Perhaps another member of the family, or all other members, are more brilliant, more successful, more admired or more loved. It may be that the child has acquired some secret habit, or entertains some hidden fear, which gives him a sense of shame and unworthiness. Or it may be that he fails to mix with his playmates successfully, retiring gradually to a fantasy world of his own. Analogous situations will readily suggest themselves.

The child reacts to his sense of inferiority by adopting a speech disorder which may serve one or more of the following purposes:

1. It may be employed as a weapon of attack or defense, usually the latter. The child shields himself, hides behind his nervous symptom, uses it as a barricade against the demands of an unfriendly world.
2. It may be used for a *captatio benevolentiae* i.e., as a means of securing the willing or unwilling attention of others. To the same end many children learn to use illnesses, and adults to use neurotic symptoms of various sorts.
3. It may appear in the form of compensation for some serious disappointment or defeat where the heart has been set strongly upon achievement and success. This particular form appears ordinarily between the ages of ten and fourteen.

In all cases without exception the stutterer will prove to belong to that category of ambitious persons who have been discouraged, but in spite of a magnified consciousness of inferiority still strive to augment their sense of personality.

One briefly summarized case will serve as illustration. A young man, G.B., age 22, typical in all respects of healthy youth, developed a stutter at about age ten. His parents represented everything that might be described as efficient, successful, aggressive, self-sufficient, and hard-boiled. They maintained a commanding position in society. The boy, an only child, was clever enough but much less brilliant intellectually than they. This contrast was not recognized until the lad was getting on to Grade IV in school. At this time his relative inferiority scholastically became manifest, and he was made painfully aware of it. Intensifying this "sense of difference" was his unpopularity with his schoolfellows. As a beginner he had brought from home something of the "high-hat" attitude towards his playmates, and when the age of group activities arrived G.B. found himself relegated to the sidelines. He became reclusive, retreated into a dream world of his own, and developed a severe stutter from which he has not recovered. For twelve years he has sheltered behind his defect, has been allowed to loaf along through school and college working far beneath his capacity, and has been forced to assume few responsibilities.

The outlines of the case seem very clear as illustrative of type 1 above. As a rule, it may be noted, cases are mixed and cannot be specifically assigned to any one of the three categories.

Therapeutics

The cure for stuttering lies in the one word "courage". If it were known how to instill courage into a life beset by a sense of weakness and failure, stuttering, like yellow fever, might be eliminated from society. But the cure is far from simple. In a word, a thorough-going conversion of the stutterer has to be effected. His self-centered attitude toward himself, and his hostile attitude toward society, must be changed. His inversion tendencies must be exterminated. But how is this to be done? In the interests of brevity I may be pardoned for resorting to categorical directions.

The attitude of the doctor (teacher) must be friendly, co-operative, gentle, free of condescension, intolerance, and peremptoriness. He must assume the air of relative ignorance rather than of superior knowledge.

He must aim to understand the texture and pattern of life of the stutterer—faults, weaknesses, ambitions, ideals, and attitudes. This demands unremitting effort and patience.

The doctor will aim to replace feelings of inferiority by self-confidence based upon the proper understanding of the facts of life; to substitute courage for discouragement and egocentric tendencies; to replace the fictive bias of heroism and martyrdom with the aim of usefulness for the common good; and to remove the need for protective devices by showing that personal safety lies in co-operation.

The doctor will aim gradually to re-educate his patient by revealing the probable sources of his discouragement, by showing why he stammers and what purpose the defect has served, and by attempting to induce a social feeling and a realistic outlook upon life.

It is essential that encouragement be given by indirect methods. Any straight-forward attack is likely to be met by resentment and protest. Three assumptions should be repeatedly emphasized; viz., (1) that the patient is not different from normal people in mentality, (2) that life has a price which must be paid in constructive effort, and (3) that the neurotic struggle for dominance inhibits rather than releases energy.

It must be fully realized that advice and discussion are not enough; suggestions must be geared to life situations and put into practice. In the words of James, there is no

impression without expression. It will be the duty of both doctor and patient to discover situations where the principles of reconstruction may be applied.

Obviously, in the case of children, it will be essential to rectify home or school conditions where such are still operating adversely in the life of the patient.

It is a point of wisdom to avoid as far as may be all reference to the speech disorder or any of its manifestations. For this reason exercises in breath control and in enunciation are likely to do more harm than good. This statement, of course, applies only to defects of nervous origin and not to others.

Since the only requirements for a cure are self-confidence and courage it would seem to make little difference by what means these were inspired. Hairpulling or tongue-slitting, or even ordinary hocus-pocus might be effective providing the patient could be thereby convinced of the receipt of new power. The chances of successful treatment and of permanent cure are however much improved by the certain though slow methods of re-education.

A man of 24 came to me some years ago with a distressing stoppage of speech. Among other questions I asked him if he had a job. He said no, but that he could have one in a department store helping with the Christmas trade, but that of course he couldn't take it. Seized with an inspiration I literally pushed him into the job and convinced him that his life was to be made or broken within a week. He is still in that department making good. His confidence was re-established and his speech disorder disappeared almost over night.

Another young man with a serious speech impediment was working at special assignments on a newspaper. On one especially important assignment he made a real contribution. His chief was lavish in his praise and under the stimulus of this encouragement the boy spoke without hesitation for a whole week. Such is the magic of self-confidence.

In the case of children a long series of victories and successes may be required before an adequate foundation of confidence is assured.

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An Oral Course in Language Study

By RALPH E. ZUAR, M.A.

THE oral course as suggested for Grade IX in French has been of great interest to language teachers but also of great anxiety to those not acquainted with oral methods. There is therefore great need of expert guidance and for an interchange of views and experiences.

If oral French or an introductory course into any modern language study with its insistence on the practice of EAR and TONGUE is to be a permanent feature of language instruction, it must be integrated in a systematic method to serve any purpose. A reform in this direction is warranted by the modest results of the book course now being followed.

It seems that we are faced with two problems:

- (1) to formulate a principle for a method that carries oral practice to its logical fulfillment;
- (2) to find the most profitable procedure for an introductory oral course.

In "Some Thoughts Concerning Education" John Locke says:

"Men learn languages for the ordinary intercourse of society and communication of thought in common life . . . and for this purpose the original way of learning a language by conversation not only serves well enough but is to be preferred as the most expedite, proper, and natural."

According to Locke, then, the principle of a sound method is to follow the original or natural way. The question, what is this natural way, he answers "by conversation".

Let us look, for a few moments, at this natural way proposed by Locke, which is to be pursued by means of conversation. To begin with, we may eliminate such methods of language study that are clearly not in line with the natural way "by conversation". We cannot, in our schools indulge in studies that explain the present state of a modern language in terms of its past history. Nor can we be content with a method that leads to a mere reading knowledge. Reading is one aspect of a language. The other aspects are understanding, speaking, writing, translating. A reading knowledge is therefore a very imperfect knowledge of a language. It leads to a superficial understanding of ordinary material, but in serious work it falls back on a more or less painful dictionary translation. This is in many cases the result of the book methods now being pursued. Further, we dare not be satisfied, for conscience's sake, to attain in our students a smattering of a few hackneyed phrases, or to have them rattle off their declensions and conjugation paradigmas, and, in and out of examinations, display their model sentences and poorly done translations. Correspondence courses are hardly anything better than elaborations of text books, and Night Schools, those linguistic soup kitchens, feed tired masses on very slender and indigestible rations.

There are, however, a few methods which are sometimes claimed to be natural. A foreign born tutor may follow a natural method provided he really is a storage battery of his country's and people's entire life and able to transform for and conduct to his charge his vital linguistic energy. Some language schools profess the natural way. A few, it may be admitted, display an excellent procedure for propaganda purposes. In practice, however, teachers who are engaged at a minimum wage and with little if any considerations for professional qualifications are inexperienced in handling this excellent method and work with little if any enthusiasm. Living in a "Pension" in Belgium or France

may be helpful to acquire mastery of a language if the teaching staff is really interested in providing facilities for linguistic improvements. These methods are so conditional on circumstances that they are out of question as far as general school purposes are concerned.

A genuine method of language study in the "natural way" requires a prolonged stay among the respective people with perfect liberty to move among the population and with a certain amount of professional guidance.

In default of this it would be a method which begins with creating and developing the student's ability to understand and to speak in the foreign language, in order to build on these abilities the arts of reading, writing, and translating. There is hardly any doubt that such a method is, indeed, desirable. It remains to be seen whether it be feasible.

It has sometimes been pointed out that we might go to the child's "natural" way of learning to understand and to speak, in order to find the principles of the method required for our adolescent students. The child learns gradually to recognize and to name objects, to be aware of and to give vocal significance to events and relations. The child learns by imitation, association of ideas and by experiences. It takes the child from four to six years to speak coherently and intelligently in a language by which it is constantly surrounded. It has, moreover, the continual guidance of a host of adults and adolescents in play and in the more serious business of being introduced to life. It learns sometimes with, sometimes without, conscious effort. The child's plastic mind receives for the first time a definite pattern of thought expression, whereas the adult, for instance, has the task, in language study, to acquire a second pattern of thought expression. The attitude of the child is peculiarly favorable to the learning process while the adult, distracted by hundreds of different obligations, must make a more or less painful or successful effort to concentrate on his language studies within limited periods. The child takes things leisurely; the adult is always pressed for time. Finally the power and ability to imitate, so important in language work, are far superior in a child to those in an adult.

And as the adolescent is midway, in age, between child and adult, so also in learning ability. The adolescent enlarges and builds on the pattern of thought expression acquired in early youth. The mind is still plastic. Learning a second pattern of thought expression does not mean, as it does in the adult, to lift one's self painfully out of dear old ruts. The adolescent's general attitude is still that of a willing learner. Distractions are less obstreperous. Probably the adolescent is still able to understand the cultural value of language study while the adult's appreciation may have sunk to a dollar and cent evaluation. Time, as with the adult, is not yet money. Power of imitation, that essential requisite, is still active. Indeed, the position of the adolescent midway between childhood and adult life is full of advantages for language study.

A genuinely natural method of language study and one that is at the same time practical and applicable to the favorable stage of adolescence should be arranged in accordance with the principle of the natural way, that is, with insistence on conversation. There should be four steps:

1. simple conversations;
2. advanced conversations and simple reading;
3. advanced conversations and writing (composition);

4. advanced conversations and translation.

If these steps are taken in yearly grades, the preliminary course for simple conversations provides the groundwork for all future study. No reading or writing should be attempted.

In the second year, while conversation practice continues, the student will mainly learn to read. Some writing may be introduced when reading is well under way, but, as reading is based on speech spoken and understood, so writing must rest on and be derived from reading.

In the third year compositions should be begun. Any grammar that may be thought necessary must be analytical, working with material known from understanding, speaking and writing.

In the fourth year, and not until then, should the student be introduced into the mysteries of translation, and thus crown his language work with the most difficult of all linguistic tasks.

In this system the preliminary oral course as suggested in this year's curriculum for Grade IX as an option would represent the initial introductory course, the first step in language study. In presenting the course the department has made a step in the right direction. We have, however, not heard whether it is to be followed by its logical continuation. Whatever the decision may be, I am sure that sooner or later the reformation which is now seizing one part of the High School Curriculum after another will have to take in hand the problem of language study.

In the meantime a diversity of attempts has probably been made in the province, and the experiences gained and the various views of the teachers involved deserve to be heard and considered.

In conclusion it may be pointed out that there is much more pleasure and satisfaction to be obtained from a course of this nature than from following a book course. Both teachers and students will enjoy a practical progress in real conversation, however simple at the beginning. Nor should those be discouraged who are not yet quite on speaking terms with colloquial French. For in being compelled to arrange their lessons, their exercises, their dialogues, scenes, songs, etc., the teachers will probably be their own best students.

One important advantage of such a course should be kept constantly in mind, which is in keeping with the present reformation of the curriculum and the teaching practice in general: it is this—that the living word is being released from its imprisonment in books and ready to do its work among our students.

A Brief Outline of a Course in Oral French

First Part:

Incorporate simple points of grammar, such as the present tense of verbs, various kinds of questions, commands, *il y a*, *il fait*, comparison, etc. in about twelve exercises. Practise also the future tense, the past indefinite and the imperfect of *avoir* and *être*. Arrange questions and answers, let the students make their own sentences with *avoir*, *être*, and other verbs of action, provide sequences of actions to be accompanied by speech on the part of the students performing and the students watching the performance.

These exercises should be finished by Christmas.

Second Part:

Little scenes, asking one's way, age, time, day of the week, day of the month, etc., for two, three or four persons, recitation of little poems, jokes, songs, longer scenes, dialogues, etc.

The second part may be finished late in April, or early in May, thus giving time for practice revision.

Third Part:

Listening Practice: Easy, selected material to be read by the teacher occasionally, particularly towards the end of the course. Before beginning to read the teacher should make sure that difficult words and structures have been practised.

MR. H. H. BRUCE

News reaches us just as we go to press that on Sunday morning, November 15, there passed away one of Alberta's most popular teachers, Mr. H. H. Bruce. A resident of Lethbridge, and Principal of the Westminster School there, he leaves to mourn his passing, his wife, an only son, and a host of friends among the students and teachers with whom he worked.

Mr. Bruce, who came from Ontario originally, has been teaching in the Westminster School, Lethbridge, for twenty-one years, during which time he was ever active in the work of the Alberta Teachers' Association. He was President of the Lethbridge Local for three years and served as district representative on the Provincial Executive for some years as well. Recently he was re-elected for a second term to represent local teachers at meetings of the Lethbridge Public School Board.

Always practical and helpful, the thoughts and spirit he left behind will remain with those who knew him and were privileged to call him friend. He held a unique place in the life of the First United Church, serving for many years as clerk of the session and as teacher of the young people's group. Prior to union he served the Sunday School as Superintendent for one year.

Both as a teacher and as a churchman his wise counsel was sought and was accepted as the right course to pursue. His passing is an inconsolable loss to the teachers of this Province.

ATTENTION—SUBSCRIBERS

The A.T.A. is desirous of obtaining the following numbers of *The A. T. A. Magazine*. March, 1921; February, May, June, 1922; June, 1923; February, March, 1926; October, 1927; September, 1928; October, 1932; September, 1934; May, June, September, 1936.

Those who have some of these back numbers and no longer need them are urgently requested to send them to the A.T.A. Office, Imperial Bank Building, Edmonton, Alberta.

ASSOCIATION ANNOUNCEMENT

Teachers of one-room schools are Principals of these schools, and must sign the vacation certificates for reduced railway fares.

Managing Editor, A.T.A. Magazine.

Dear Sir:

I thought the following would be of interest to teachers.

Teachers desiring material for Study Seven, Grade IV Course in Social Studies, may obtain it from Town Clerk, Guildhall, London, E.C. 2.

I wrote the Publicity Department of the City of London and received two books, one profusely illustrated, 64 pages; one with several illustrations, 210 pages. The latter gives much historical matter on London. The former is entirely on London of today.

Yours truly,

Geo. R. Schurman, Vermilion.

Attention, University Summer School Students!

Being informed that the University is considering its entire University Summer School policy, particularly as related to teachers' courses, the Association was approached by the University authorities to find out what the teachers themselves would suggest by way of improvements or changes in policy affecting Summer School administration, etc.

A committee of representatives of the Association consisting of Dr. Lazerte, Mr. Shaul and the General Secretary-

Treasurer, met with the University Faculty Committee for a full discussion of the matter. Resulting therefrom we are asking all teachers interested in the University Summer Session Course to make known their views. It is suggested, however, that all members who are pursuing or contemplate pursuing either undergraduate or graduate courses to advise the General Secretary-Treasurer with respect to their ideas on the following matters:

1. For what courses, either graduate or undergraduate, would you enrol if such were offered in the 1937 and succeeding Summer Sessions?

N.B.—It is suggested that if you have not a copy of the University Calendar, you make your answer rather definite by enumerating the subject and the year in which it appears in the University Course, even though you may not be able to refer to it by its true course number.

2. In your opinion, is the number and variety of courses offered adequate?

3. Have you any constructive suggestions to offer regarding improved or radical changes in policy regarding:

- (a) Time of final examinations?

- (b) Library facilities for Courses?

- (c) Follow-up assistance which might be provided in the Courses after the Summer Session ends?

- (d) Do you prefer the Summer Session being followed by a year's extra-mural reading, or extra-mural reading that precedes the lecture course given in the Summer School?

- (e) Would you favor or disapprove of $\frac{1}{2}$ unit courses being offered at the Summer School with examinations coming at the close of the course?

- (f) If final courses are given in the Summer School, which do you prefer:

The examinations being written in the Spring following the course (as at present) or in September at the time of the Supplemental Examinations?

- (g) Any other suggestions relative to these issues:

N.B.—Fill in the above and mail to A.T.A. Office, Edmonton

The question of the amount of the University Summer School fees has also been raised (namely: \$20 per full course) but in the discussions, the Association Committee laid emphasis not so much on the amount of the fees charged as on the amount of service and student assistance that might be given after the course of lectures ends.

Members should understand clearly that the Summer School Courses for 1937 will have to be determined by the

beginning of the New Year. Furthermore, once decided upon, the policy is not likely to be subject to change for a number of years. Therefore, in view of the **immediate urgency and importance** of this matter, members are pressed to send in their replies to the A.T.A. Office **immediately**.

JOHN W. BARNETT,
General Secretary-Treasurer.

Of Interest to Teachers

by Clericus

We have been asked for a translation of the A.T.A. motto, *Magistri Neque Servi*. (We rather suspect that our reputation as a Latin scholar has grown since our "damfino" story.) Well, to proceed; our motto means, "Masters and not Slaves." In other words the members of the A.T.A. are masters, a nice little play upon the word *magister*, a master, teacher. When we add that Dr. H. C. Newland, Supervisor of Schools, originated the motto when he was Latin master at Victoria High School, Edmonton, we believe that that is sufficient guarantee not only for the purity of the Latin, but for the suitability of the motto for the teaching body of Alberta.

* * * *

Too bad that due to a typographical error (or our own carelessness, maybe), our problem of last month was not fully stated. The boy was hired for \$25 and a suit of clothes worth \$15, for a year's work. You may have guessed this anyhow. Well the answer to the question, "How much cash did the boy receive?" is \$15.00. A full year's work would have yielded \$40, etc.

* * * *

Fortunately this column only needs to be written once a month, so we get a chance to hear of a new problem if we are lucky. The following struck us as being good. Its particular merit, it seems to us, is that the more mathematics you know the less likely you are to get the correct answer. We are none too sure that Dr. Sheldon could handle it at all, but should be glad to receive word to the contrary: A man had been out hunting and in wading around the sloughs had got his feet wet. He went to a nearby farmhouse to borrow a change of socks from the obliging farmer's wife. "Yes," she said, "my husband is well-fixed for socks. In a drawer upstairs he has twelve pairs of black socks and twelve pairs of brown socks." Now by this time night had fallen and the farmer's wife had to go upstairs in the dark to get a pair of socks. The latter were all lying loose in the drawer. How many socks did she have to bring down to be sure that she had a pair of the same color?

* * * *

We suppose a number of you will be in the throes of rehearsing for a Christmas concert about this time. Yes we know, they are a lot of bother, worry and work, but if the teacher is going to play his part as community leader he will have to suffer in silence. Look at it this way. In preparing for your concert your youngsters are undergoing new experiences, they are learning to co-operate, they are working to the end that they may give pleasure to others. Surely these are objectives just as valid as the attainment of the class-room skills. And particularly, in the more remote rural districts where people have to depend on themselves for a little entertainment or do without. So keep up the good work Miss Schoolmarm, when it's all over you'll be a gladder and a wiser person.

* * * *

Taken from the headlines:—

New Entrant for Baby Marathon Claims to be Mother of
Twenty-three Children
Republicans Demand a Recount

* * * *

Well, the weather man was surely kind this fall to those who had to go any distance to a Teachers' Convention. This accounts for the splendid attendance at both the October

and November meetings. There is a distinct need for teachers to get out and rub shoulders with their fellow teachers. It keeps them alert, they exchange ideas, they become encouraged when they find out that other teachers have the same problems to face as they have, only more of them. Then the convention programmes are helpful too. Successful teachers show how it is done, inspectors have a cheery word to add, and a helping hand to hold out. Too bad that many of our teachers cannot attend because it is impossible to get even train-fare from their school boards. A young friend of ours told us of the strong arm methods she had to use to get even \$10. City teachers have little idea of the real heroism being displayed by many of their colleagues in the country.

* * * *

The Latin student should enjoy this one: A British navy had suddenly become wealthy, (sweepstake, uncle in Australia, or what have you?). He moved into a house more fitting his improved financial status, and hired the requisite servants.

Being a methodical type of fellow, he made a nominal roll of his rather numerous family. He proposed before each meal to call the roll to see that all were present. The first time it went something like this:

'Enery	—	'Ere paw.
'Erbert	—	'Ere paw.
Hernest	—	

Now Hernest was in High School and was studying Latin. So following the High School custom he replied smartly, "Adsum."

"Oh," said his father, if you've 'ad some, get away from the table and make room for them as 'asn't."

* * * *

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Our New Dean of Arts and Sciences

Dr. W. H. Alexander, the newly appointed Dean of the Faculty of Arts and Sciences in the University of Alberta, is well known to Alberta teachers. A graduate of Toronto, Dr. Alexander took his higher degrees of M.A. and Ph.D. in the University of California. After a period of High School teaching in California, he returned to Canada to become Professor of Latin at the University of Western Ontario. Resigning this post to "go west," he became head of the Department of Classics and one of the small group of two or three men who started the University of Alberta on its career. Since those days he has had a wide and varied experience both in teaching and administration. Among other things, it may be mentioned that he has served as visiting professor on the summer school staffs of the Universities of California and Columbia. He has also interested himself prominently in public affairs and served for many years as a member of the Edmonton Public School Board.



DR. W. H. ALEXANDER
Dean of the Faculty of Arts,
University of Alberta.

Dr. Alexander is not only an experienced administrator and a teacher of more than ordinary appeal; he is a scholar. This side of him was given high recognition last year when, in virtue of his contributions to classical scholarship, he was elected an F.R.S.C. His recent appointment is a very popular one both among students and members of the Faculty. His work as a teacher furnishes striking proof of the great educational possibilities inherent in the classical literatures for those who have not the opportunity or ability to master the classical languages. Taught by one who has caught his own inspiration from intimate study of the originals, these literatures are still something to reckon with in education at the present day. It is not only as a teacher, however, that the students know "Doc Alex"; they know him as a friend and sympathetic counsellor outside of the classroom. To the members of the Faculty, his appointment is a guarantee that the standards of scholarship in the Faculty of Arts and Sciences will be worthily maintained.

Local News

BERWYN

The teachers of Berwyn and surrounding district held a most successful organization meeting of their A.T.A. Local on Saturday, November 7.

The following officers were elected: President, Mrs. F. O'Brien; Vice-President, Miss V. Laurence; Secretary-Treasurer and Press Correspondent, Miss C. Breckan.

Meetings will be held the first Saturday in every month.

The programmes will include interesting talks by teachers and others outside the profession, followed by a social evening.

BOW VALLEY

About fourteen teachers from the surrounding districts met at the home of Mrs. Parks, nine miles south of Carceland, on Tuesday, November 17, 1936, to hold their regular monthly meeting.

After the business part of the meeting was completed, the teachers assembled in two groups to discuss "Social Studies and Enterprises." Many of the problems of the various teachers present were discussed.

At the close of the meeting a very delicious luncheon was served by Mrs. Parks and Miss Parks of Carceland. Finally, after half an hour or more of discussion over the teacups the members of the Association left for their respective homes.

The next meeting is to be held at Serviceberry School near Ardenode, on Tuesday, December 15, at 7:30 p.m.

BOYLE

The first meeting of the newly formed A.T.A. Local was held in the Warren School, Boyle. The meeting was well attended. All discussions were most informal and proved very interesting as well as educational. After a general discussion of various phases of the new curriculum, Mrs. Levy presented a thorough explanation of a recently completed enterprise on "Indian Community Life" which she had on display in the Junior Room.

It was decided that the membership fee should be set at twenty-five cents. If this proves to be insufficient a new rate will be set at a later date. The main aim of the organization is mutual assistance, among the members, of the various problems encountered each month. Thus all teachers in the surrounding districts are heartily invited to attend and bring with them their difficulties and attainments for the next meeting, which will be held in the Warren School, Saturday, December 5. It is expected that everyone will be present and be prepared for further discussion of the new course at this meeting.

The first get-together having been a great success, the entertainment which followed was no less so. This was provided at the home of Mr. and Mrs. J. R. Levy, where music, singing, general frolic and luncheon were the main items. There was in particular a piano duet by Mrs. Levy and Mr. Whyte, and a teacup reading by Mrs. A. Lee, a very welcome guest.

The entire afternoon was most enjoyable. It is sincerely hoped by all that future meetings will be just as successful and beneficial to the members as this one.

The election of officers as held at the convention was approved. These were as follows:

President, Mr. R. S. Whyte, Warren S.D.; Vice-President, Mrs. S. Potts, Monticello, S.D.; Secretary-Treasurer, Mrs. G. Burchell, Granville S.D.; Press Correspondent, Mr. C. J. Masur, East Park S.D.

BRUCE

On November 7, the organization meeting of the Bruce Local was held in the Bruce School. Officers elected were: President, Mr. L. Hergott, Bruce; Vice-President, Mr. H. Gillies, Rich; Secretary-Treasurer, Miss Jean Foster, Bruce; Press Correspondent, Miss Margaret Ham.

The constitution was drawn up to be sent in for acceptance, one of the aims being to promote inter-school athletics.

Miss Grace Bruce, Mayflower S.D., gave a report on the Vegreville convention, and Mr. H. Gillies on the one at Camrose. Miss Jean MacDougall, Bruce, outlined an enter-

prise which is being carried on at present in the Intermediate room.

BRUDERHEIM - LAMONT

The Bruderheim - Lamont A.T.A. Local held their monthly meeting at the Lamont School on Friday, November 20, 1936, at 7:30 p.m.

The officers of the Local, elected temporarily at the preceding and inaugural meeting at Bruderheim, were confirmed for the current year, new elections to take place in September, 1937. Those elected were: President, Mr. Ross, Lamont; Vice-President, Miss V. Candrell, Bruderheim; Secretary-Treasurer, Miss E. J. Gerlitz, Lamont; Press Correspondent, Mr. R. E. Zuar, Bruderheim.

An annual fee was satisfactorily decided upon. Meetings will be held at Bruderheim and Lamont alternately on the third Friday of each month. No meeting will take place in December, 1936.

At the conclusion of the business part the members gladly availed themselves of an invitation extended to them by the Y.P.S. of the United Church, Lamont, to enjoy Miss Patricia Page's talk on the "Grads" trip to Europe. Miss Page had taken several reels which showed the Grads against various Canadian and European backgrounds: Windsor Castle, Scotland, Monte Carlo, Nice, Rome, the Stadium of the Olympic Games at Berlin. Dr. Young of Lamont pointed out the educational value of pictures of this kind which, as yet, are very rarely taken advantage of in the schools of Mr. Citizen.

CEREAL - CHINOOK

The teachers of the Cereal-Chinook A.T.A. Local held their regular meeting at the home of Mr. Meeres in Chinook on Saturday, November 7. With the President, Mr. Denney, as chairman, a few corrections were made in the constitution, after which a motion was carried to the effect that the salary schedule be a subject for discussion and study at the next meeting. Following an informal discussion of experiences with enterprises, the meeting was adjourned.

CHIPMAN

On Friday, November 20, the teachers of Chipman and district assembled in Chipman High School for another of their meetings.

After considerable discussion in regard to the constitution, the teachers were addressed by Mr. F. Page, on "Constructive Thinking." Discussion followed. Teachers spoke freely of their problems and gladly exchanged ideas with each other.

A delightful lunch, served by Misses E. Anderson and A. Holawaychuk, brought the evening to a close.

The next meeting will be held at Ross Creek School on

Friday, December 11, when the teachers will be guests of Misses G. Law and J. Steshyn. Guest speaker, Mr. Thos. Hamilton.

We strongly urge all teachers to attend these meetings. They're both profitable and enjoyable.

CLANDONALD

An enthusiastic group of teachers assembled Saturday, November 7th, at the Clandonald Public School, for the purpose of forming the Clandonald A.T.A. Local. The following officers were elected: President, Mr. H. White; Vice-President, Mr. A. Convey; Secretary-Treasurer, Mr. M. Brimacombe; Press Correspondent, Miss V. Liffier.

The main business for the afternoon was the reading, discussion and adoption of the by-laws and constitution. Inspector Macleod gave an inspiring and helpful address on the aims and progress of Enterprise Education. A hearty vote of thanks was given to the speaker.

It was decided that the regular meetings of the Local will be held the first Saturday of each month. All teachers of the surrounding districts are invited to attend.

CLIVE

The second meeting of the Clive Local was held in the Clive School, November 14, at 2 o'clock, with a good attendance. The question of a Constitution was brought up and left to the officers for a further report. Mr. Berg was instructed to write Mr. Cook, Edmonton, about giving health lectures in the various schools, with a view to promote health studies in the school. Most of the teachers were interested in taking a First Aid course, so it was left to Mr. Winters, the President, to get information on the subject. The attention of the meeting was drawn to the "School of the Theatre", under the direction of Mrs. Haynes, to be held in Clive, November 18, 19, 21. Enterprise work was discussed, and it was decided that Social Studies, Division II, be the topic for the next meeting.

COALDALE

An interesting and profitable meeting took place in the Coaldale School on Friday evening, October 30. Nineteen teachers and Inspector Owen Williams, B.A., met to discuss the formation of a Teachers' Institute, the objects of the organization to be the exchange of original ideas and experience on the new curriculum, between teachers. The meeting was unanimously in favor of the formation of such a body. It was then decided to reorganize the Coaldale Local A.T.A. and make it a larger local, with its educational programme devoted to the work of an Institute. Accordingly the officers of the new Local were elected as follows: President, Miss Jennie King, Coaldale; Vice-President, C. Allan, Crystal Lake; Secretary-Treasurer, Miss K. Collins, Coaldale; Press Representative, D. C. Thornton, Coaldale. Committees: Miss Bulmer, Miss McCulley, Miss Nichol.

The drafting of a suitable constitution was left in the hands of a committee consisting of Mr. Roycroft, Mr. McKenzie, and the President.

The Association is to meet at 3 p.m. on the first Friday of the month. Teachers are urged to bring in their individual difficulties for discussion and possible solution of their problems.

CZAR

The Czar A.T.A. sub-local held its regular monthly meeting on November 7 at Mrs. James Hobbs' home. Business and discussion centered on general teaching methods. A new report card for Divisions I and II was shown. Arrangements were made for all teachers belonging to this sub-local to get a copy. Motions were made to pay all bills brought

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to the attention of the meeting. It was mentioned that teachers should be careful when ordering books and manuals from mail order houses, to see that they do not get old stock.

Mr. Reg. Mitchell resigned his secretarial duties. Mr. Burton was elected in his place.

DAYSLAND

A group of teachers of the Daysland district met in the Daysland School, Wednesday, October 14, at 8 p.m., to discuss the advisability of forming an A.T.A. Local and study group. It was decided to organize and call the group the Daysland District Local.

The following officers were elected: Hon. President, Mr. C. H. Robinson, Inspector of Schools; President, Mr. F. J. Condon, Quarrel S.D.; Vice-President, Mr. J. W. Chalmers, Daysland S.D.; Secretary-Treasurer, Mr. R. T. Dick; Press Correspondent, Miss Aleda Huget.

The motion was carried that future meetings would be held in Daysland the first Saturday of every month at 2:30 p.m. The meeting adjourned and lunch was served at the home of Mr. N. A. Houghton by the local teachers.

The second meeting of the Daysland District A.T.A. Local was held in the school on Saturday, November 7, at 2:30 p.m., with Mr. F. J. Condon in the chair. After a short business meeting the speaker of the afternoon, Inspector C. H. Robinson, was introduced. His topic was "Changes I expect to see in the School Room as a result of the New Course." This was followed by a discussion with questions ably answered by Inspector Robinson and Mr. Swift of the Camrose Normal School.

Before adjournment was moved a solo was sung by Miss MacIntosh of Bateman S.D.

DERWENT

The second meeting of the Derwent Teachers' Local was held at Derwent on Saturday, November 7, at 2:00 p.m. Mr. P. W. Romaniuk, President, was chairman. The programme consisted of: (1) The business and correspondence of the Local; (2) Planning of a tour with educational slides; (3) An interesting discussion of the New Course of Study.

The following took part in the discussion: Misses Emily Mazurek and Olga Goshko, Messrs. P. W. Romaniuk, M. D. Shemeluck, J. W. Melnyk, W. Topalnitki, R. Ewachniuk, and W. Sopchysyn.

DIDSBURY

A meeting of the teachers of the Disbury district was held recently, when it was decided to form a Didsbury Local of the Alberta Teachers' Association. Following were the officers elected: President, C. R. Ford; Vice-President, R. Gulliver; Secretary-Treasurer, E. Traub; Press Reporter, Miss D. Huget.

EDSON

At a meeting held in Edson School for the purpose of elected officers for the year 1936-37, the following were chosen: President, Mr. Peterson; Vice-President, Mr. Hugh Dakin; Secretary-Treasurer, Miss Souther; Press Correspondent, Mr. G. Grover.

It was decided to hold meetings the second Saturday in each month, and we anticipate a very busy year here.

As well as the above officers, the following were present: Miss K. Maxwell, Miss Leighs, Miss M. MacDonald, Miss G. Williams, Miss L. Blasins, Miss Harvey, Mr. G. Farewell, Miss Drozdak of N. Rosevear S.D., Miss Gayfer of South Rosevear S.D., and Mr. Stonehocker of Pine Grove S.D.

Many wrote asking to be enrolled as members, and we have letters from Mr. Shackleton, Peers S.D.; Miss Camp-

bell, Peers S.D.; Miss Kippan, Hinton S.D.; Miss McEwen, Yates S.D.; Miss Kaufman, Della S.D.; Miss Younie, Fulham S.D.; and Miss Herbut, Mahaska S.D.

FAIRVIEW

The teachers of Fairview and district held a reorganization meeting at the Teachers' Convention in Fairview School on November 10. The following officers were elected: President, Miss Orma Giesen, Green Island S.D.; Vice-President, Mr. E. E. Oliver, Fairview Sr. Room; Secretary-Treasurer, Miss Helen Ketter, Fairview Jr. Room; Chairman Social Committee, W. E. Murray, Waterhole R.H.S.

FOREMOST

An organization meeting of the teachers of Foremost and district was held on October 17. Mr. E. C. Ansley, Provincial President of the Association, addressed the meeting. Officers were elected as follows: President, Mr. E. T. Cook; Vice-President, Mr. C. A. Larson; Secretary-Treasurer, Miss K. Madill.

A number of teachers met on Saturday, Nov. 7, in the Foremost High School room. A Constitution was drawn up and adopted. It was decided to hold the regular meetings on the first Saturday of each month.

After considerable discussion regarding social affairs, President Cook was authorized to appoint a Social Committee. He appointed Miss M. Murray, Mr. D. Terriff, Mr. V. Bohnet.

FORT SASKATCHEWAN

An organization meeting of the Fort Saskatchewan Local of the A.T.A. was held on Friday evening, November 20, at the home of Mr. and Mrs. R. Deane.

The following officers were elected: President, Mr. R. Deane; Vice-President, Mr. J. Fenton; Secretary-Treasurer, Miss N. Turner; Press Correspondent, Miss R. Kibblewhite.

Considerable discussion was given to the planning of a suitable programme for the year. It was decided that we should meet the third Wednesday of every month.

GRIMSHAW

The teachers of the Grimshaw district have held two meetings recently, and it is planned to meet every two weeks as long as weather permits. Real enthusiasm has been in evidence and it is expected that the Local will fill a real need in the district.

The following Executive has been appointed: President, Mr. A. E. Warren, of Grimshaw; Secretary-Treasurer, Mr. R. B. Hemphill, of Grimshaw.

HAIRY HILL

The Hairy Hill A.T.A. Local held its second meeting on November 16, 1936, at Pruth School. The programme consisted of:

(1) A talk on "Primary Reading" by Mr. W. Lazaruk; (2) A lecture on "Methods in Grade IX Mathematics" by Mr. N. Poohkay; (3) A speech on the "Struggle Between Good and Evil" by Mr. Wm. Kostash; (4) A trio by Mr. and Mrs. N. Poohkay and Miss M. Maksymiuk.

After the meeting Mrs. D. Chrapko served lunch. The teachers present spent the remaining part of the enjoyable evening playing games involving a knowledge of current events.

HARDISTY - PROVOST

Despite the stormy and cold day, quite a number of teachers braved the weather and gathered in Czar for their annual Fall Rally. The briskness of the day seemed to pep up those present and tended to give a note of enthusiasm to the meeting. Discussions were lively, particularly in

regard to the various resolutions passed. Unfortunately one of the speakers, Mr. Grant of Consort, was unable to come, but we had the pleasure of having our genial Secretary, Mr. J. W. Barnett with us. Because of the lengthiness of the business meeting his time for speaking was rather limited.

A vote of thanks was tendered him by the meeting in appreciation of his services. Since votes of thanks were in order, they were also tendered to Mr. R. E. Shaul, the retiring Secretary of the District Local, and to the retiring Executive.

The following officers were elected for the coming year: President, Mr. A. W. Reeves of Provost; Vice-President, Mr. H. W. Burpee of Morgan; Secretary-Treasurer, Mr. D. R. Mitchell; and Assistant Secretary, Miss V. Miller of Czar.

At the conclusion of the meeting about thirty-five people gathered at the hotel for a banquet. After the banquet Mr. Barnett gave a "Travelogue" on his recent trip to England. Everyone who made the effort to attend this gathering felt that his time was well spent, and went home looking forward to the coming of the next rally.

HIGHWOOD

A meeting of teachers interested was held in the auditorium of the High School on the evening of November 6. The chair was occupied by Mr. J. White. After a short discussion on the necessity of a local group it was decided to proceed with the election of a slate of officers. The officers elected were:

President, Mr. G. Harper; Vice-President, Miss W. Horrell; Secretary, Mr. I. Casey; Treasurer, Miss M. Ramsay; Press Correspondent, Miss M. Kelly.

Committees: Programme—Miss H. Coughlin, Mr. White, Mr. R. Sharpe; Entertainment—Miss Oliver, Miss Welch, Miss Parker; Membership—Mr. D. Stirling, Miss G. Sims, Miss K. Cascadden.

The model constitution was adopted for the present without change. It was decided to name the group the Highwood Teachers' Local.

Meetings are to be held on the first Friday of each month, with the exceptions provided in the constitution.

For the next meeting the entertainment committee was asked to consider the advisability of having a chicken dinner and programme.

MAGNOLIA

The second meeting of the Evansburg - Wildwood Local was held at the home of Mr. and Mrs. Howard, Evansburg. The constitution was drawn up and agreed upon. Following the business meeting a brisk and interesting discussion on "A Suitable Time Table for the New Programme" was led by Miss Violet Williams and Mr. Harold Anderson. In spite

of the heavy snowfall and the bad condition of the roads eleven members were present. A very delicious lunch served by Miss Mary Howard brought about a very pleasant social hour which was enjoyed by everybody.

The Evansburg - Wildwood Local was organized in October, when through the efforts of Messrs. T. Baker and F. Page, fourteen teachers of the district met at the home of Mr. and Mrs. T. D. Baker, Evansburg, and showed themselves quite desirous of forming a Local. The following officers were appointed: President, Mr. T. D. Baker; Vice-President, Mrs. P. MacNutt; Secretary-Treasurer, Miss Mary Howard; Press Correspondent, Mr. Harold Anderson.

The December meeting is scheduled to be held at the home of Miss Maynard, Styal. Mr. T. Baker will lead a discussion on "Motivation of Children for Oral Response." Miss V. Sieffert will deal with "Suggestions re Establishing a Circulating Library."

MANNVILLE

At a meeting of the teachers of Mannville and Minburn districts held on Saturday, Nov. 28, it was decided to form an A.T.A. Local. The forms of organization have been or are being sent into the head office. By the enthusiasm shown we believe it will be a large and active local.

MYRNAM - BEAUVALLON

A meeting of the Myrnam - Beauvallon Local of the A.T.A. was held in New Myrnam School on Saturday, November 7. Twelve teachers were present, including one from Derwent and several from Beauvallon.

Organization being complete, the questions of educational and social activities were prominent on the agenda.

It was decided that, weather permitting, the members of the Local would travel to Two Hills for a gathering of the teachers of the Andrew - Derwent district on December 5. The regular meeting of the Local will be held en route, to the tinkling music of sleigh bells.

A card, chess, and checker party will be held shortly, initiating our programme of social activities.

All members of the Local are invited to speak from time to time on some phase of educational work.

NEW NORWAY

The initial meeting of the New Norway A.T.A. Local was held on Friday, November 6, in the New Norway Public School. The following officers were elected: President, Mr. J. Holditch, Duhamel; Vice-President, Mr. D. Aitken, Ferintosh; Secretary-Treasurer, Miss A. Baird, New Norway; Press Correspondent, Miss M. Westvick, Silver Creek.

The next meeting will be held December 5 in the New Norway High School. All teachers of the district are urged to attend and bring their difficulties for discussion.

OLDS

The inaugural meeting of the Olds Local was held on Saturday, October 24, in the Olds High School.

Organization business occupied most of the time, and the following slate of officers were elected: President, Mr. E. Hodgson; Vice-President and Press Correspondent, Miss M. H. Grant; Secretary-Treasurer, Miss T. Butchart.

A Social Committee consisting of Miss M. Holton (convenor), Mr. E. Erickson, Miss A. Collicutt, Mr. H. B. Duke, and also Programme Committee consisting of Mr. J. Aldrich (convenor), Miss L. Fulton, Miss M. Dick, and Miss F. Anderson were elected for the year.

It was decided to hold four business meetings throughout the year, one in December, one in January-February, one in March, and one in May.

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PROVOST - HAYTER

An interesting and enthusiastic meeting of the Provost-Hayter Local was held in Provost on November 14, at the home of Misses Stevenson and Hawken.

Previously, the following executive had been elected: President, Miss Murray, Hayter; Vice-President, Miss Herman; Secretary-Treasurer, A. W. Reeves, Provost.

Plans were formulated to send a group of speakers throughout our district to discuss the new course, and to acquaint parents with the objectives of this new work. The first of these meetings will be held in the Stainsleigh School with the following speakers: Miss Webb, Miss Murray, and Mr. Rees.

It was decided that the next meeting would be held in Provost on the second Saturday of December, at 2 p.m., at the home of Mr. R. E. Rees. All teachers of the Hardisty-Provost district are urged to attend these meetings. Bring in your difficulties for discussion.

REDWATER-OPAL

A number of teachers of the Redwater-Opal district met at the home of Miss Kuchinsky, of Eastgate School, on Saturday, November 21, for the purpose of organizing an A.T.A. Local.

The following officers were elected: President, Mr. J. Pasemko; Vice-President, Miss O. Kuchinsky; Secretary, Miss H. Knight.

Much interest was taken in the discussion on buying a moving picture machine for the surrounding schools.

SMOKY LAKE

The teachers of the Smoky Lake Local held their monthly meeting at the school residence of Miss R. Holub. Twelve teachers attended.

The business section of the meeting was a lively one. All teachers participated in some form or other. The local fee was settled at \$1.00, and there was some discussion on the advisability of including the Warspite teachers in our Local, as informed by the Central Office. The programme for the next meeting was left in the hands of the Executive, which will meet some time before the next meeting and decide on its contents. H. C. Holowaychuk was unanimously chosen to fill the vacancy of the Press Representative caused by the resignation of Mr. Pashyk.

After the business section of the meetings, the members enjoyed a few hands of bridge, followed by a delicious refreshment supplied by the ladies.

ST. MARY'S RIVER SCHOOL DIVISION No. 2

Meeting under the direction of Inspector A. R. Gibson, and in response to the appeal of Mr. Solon Low, M.L.A., made at the opening session of the Southern Alberta Teachers' Association Convention at Lethbridge, November 12, the teachers of the schools comprising the new enlarged unit of St. Mary's River School District No. 2 organized as follows: Central Executive—President, Karl Williams, Welling; Vice-President, Rex Forsythe, Beazar; Secretary-Treasurer, Bryant Stringham, Glenwood; Press Correspondent, Willard Brooks, Woolford.

The five subdivisions each repeated the organization of the Central Executive.

The next meeting place was set for Cardston, at an unannounced date during the Christmas holidays.

TABER-BARNWELL

At the November meeting of the Taber-Barnwell Local a new constitution was discussed and adopted. The members present enjoyed community singing and were entertained by a skit entitled, "What Price Grand Slam."

On the evening of November 26 a large contingent

from our Local went out to Retlaw to sponsor the organization of an A.T.A. Local in that district. There was an enthusiastic response from the teachers of Retlaw and district. We extend best wishes to the new Local and predict great things for them.

The next meeting of the Taber-Barnwell Local will be held on Saturday, December 12, at 3 p.m. The main agenda for this meeting will be a discussion of enterprise work in Grades I, II and III.

TROCHU

The second meeting of the Trochu and district Local was held at the home of Miss Cora McLean, on Saturday, November 21. It was decided to appoint a committee of three members to assist in planning the next meeting. The following were appointed for the third Saturday in January: Mr. E. Borgal, Miss K. Davies, and Miss C. Eckenfelder.

Mrs. Ferguson, the President of the Women's Institute for Alberta, gave an extremely interesting talk about her trip to Washington last Spring for the World's Conference of Women's Institutes. She stressed the fact that the country people will ultimately become more important than urban people; therefore a great responsibility lies with rural and small town teachers in properly educating the young generation.

The meeting ended with an informal discussion on the new curriculum problems, during which a delicious tea was served.

TURNER VALLEY

The Turner Valley teaching staff entertained the newcomers. Miss Barnett of Edmonton, Miss Stahl and Miss Dorothy Stahl of Claresholm, Mr. Korek of Calgary, Mr. Clive Ballard of Okotoks, also the brides, Mrs. Korek and Mrs. Reg. Cox.

Miss Alice McLeod and Miss Bonny Beckman made charming hostesses.

Dinner was served in the assembly hall of the Turner Valley High School. Tables were decorated with daffodil yellow and salmon pink. After the musical programme cards and dancing were enjoyed until a late hour.

VERMILION

A meeting of unusual interest to all teachers took place at Vermilion Public School on November 7. Mr. Steele, the President, called the meeting to order. The first part of the programme was the culmination of the enterprise, "Getting ready for winter," put on by Grade III class under the supervision of Miss D. Oakley. After the charming little chairman's address of welcome, the following programme was enthusiastically carried out:

Chorus, "Jackie Frost"; recitation, "October"; speech, "The Bear"; verse speaking, "Come Little Leaves"; chorus, "Paddy Beaver"; speech, "The Chipmunk"; chorus, "Beets and Carrots"; recitation, "Little Puss, Little Puss"; speech, "The Squirrel"; recitation, "Frisky Whisky"; song, "The Squirrel"; speech, "The Rabbit"; verse speaking, "When I say the Windy Nights", "Muddlesome Men", "Ears are Ears", "Hannibal Crossed the Alps"; recitation, "Snow". God Save the King.

Mr. Steele thanked those present and the children for their delightful performance and the fine display of activities, and the very splendid guidance of Miss Oakley.

Mr. Macumber dwelt on the new fellowship under the A.T.A., the need for professional status and educational research among teachers. Mr. Brown outlined his accomplishments in Junior Business.

After the business meeting and general discussion, lunch was served by Miss Pinder and Miss Lipsey.

VETERAN

The teachers from districts between Veteran and Compeer, while at the Coronation Teachers' Convention, held a short meeting, electing the following slate of officers for the District Association of the A.T.A. which they organized: President, A. P. Grant, Monitor; Vice-President, C. H. Campbell, Consort; Secretary-Treasurer, Miss Jean Mitchell, Kirriemuir; Press Correspondent, M. R. Butterfield, Veteran.

A provisional Executive for this district conducted a very successful track meet and field day at Consort on October 16. In addition to the town schools of Consort, Monitor and Veteran, nine country schools took part. Consort carried off the cup for town schools, and Willow Brook won the cup for country school competition. Phyllis Kennedy of Veteran had the highest girls' aggregate with 31 points, and H. Gibson of Consort had the highest boy's aggregate with 28 points. This will be an annual event and it is hoped that more country schools will participate next year. The executive was quite satisfied with its first attempt to interest the schools in this important phase of the work.

VIKING - WAINWRIGHT

The Viking - Wainwright track meet held at Viking on October 3 was a huge success. The weather was fine and the grounds were in good condition. Everything possible had been done by the Viking teachers to make the visitors comfortable. The one hundred and one events were run off practically according to schedule, and the winners of each were well distributed among the sixteen rural and three town schools entered. The cup for the town school aggregate went to Viking, and the rural cup to Melbrae School. The medals for highest points in each class were distributed as follows: four to Viking, three to Irma, three to Wainwright, and four to rural schools.

VILNA - BELLIS

The third regular meeting was held at the home of Mr. and Mrs. Jack Repka of Irondale School. About seven schools were present. The roads were particularly bad. Some teachers walked six and seven miles, claiming to be "better late than never." We take our hats off to the Misses Malanchuk and Nickolaychuk.

During the meeting several discussion took place, results of which were:

It was decided to invite the district representative to the next meeting.

The Local to establish a professional local library. A sum of around \$25.00 was set aside for this. The choice of books was left in the hands of a specially appointed committee. The books to be in the Local by the end of the month.

A well attended dance was held by the Local at Bellis on November 10. The outcome was very satisfactory.

Mrs. N. Taschuk of Bellis School extends her invitation to the local teachers to attend the next meeting at her school on Saturday, December 12.

COALHURST

On Friday afternoon, November 27, teachers from Coalhurst, Nobleford, Monarch, and surrounding district met at the Coalhurst School to organize a Teachers' Institute and local branch of the A.T.A. Inspector Williams of Lethbridge explained the purpose of such groups, following

which, election of officers took place. The following were elected: President, Mr. Wright, Nobleford; Vice-President, Mr. Edwards, Rolling Hill; Secretary, Miss Hunt, Nobleford; Press Correspondent, Mr. Potter, Monarch.

A discussion as to the form of future meetings then took place. It was decided that monthly meetings would be held at each of the larger schools in turn, and that the visiting teachers be given a chance to see these schools in action. The Coalhurst teachers displayed and explained the enterprise work that they had done, and following this they served a delicious lunch. A hearty vote of thanks was given the Coalhurst staff for their hospitality.

The next meeting will be held in Nobleford on the afternoon of Friday, January 22, 1937.

INNISFAIL

The teachers of the Innisfail Local held their second meeting in the Innisfail High School, November 21, where an interesting and helpful programme was enjoyed.

Following the business meeting an inspection tour of the primary rooms was organized, and illustrations on the work of Division I displayed. A number of those interested paid a visit to the science laboratory where a number of questions were discussed.

President Willis presented a report on the A.T.A. General Meeting, following which a number of resolutions were discussed and tabled for the next meeting, when they will be formally drafted and sent to the General Secretary.

It was decided to omit the December meeting and to hold the next on the third Saturday in January. The chief topic will be a discussion and display of work from Division II. All teachers of the district are cordially invited.

"Merry Christmas To All . . ."

● THE STORE echoes the famous greeting of a little crippled boy. We trust that we may be of service to you in this hurried gift season. If any problems of shopping confront you, we suggest that you consult THE GIFT SECRETARY. Whether you've a list including every child in your School, or want just a Certain Present for a Certain Person, the SECRETARY can cope with the purchase. And wrap, tag and send it for you too, if you wish.

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Official Bulletin



Department of Education

Grade IX Dramatics

The Department of Extension can no longer supply the plays listed on page 78 of the Grade IX Programme. Teachers who find it difficult to procure these plays may substitute for them plays chosen from any one or more of the following little books of plays:

"Short Modern Plays"—Boas, 80c postpaid.

"Ten Modern Plays"—Hampden, 50c postpaid.

"One-Act Plays of Today, Second Series"—Marriott, 50c postpaid.

"Eight Modern Plays"—Hampden, 50c postpaid.

These books are inexpensive, and may be had from the School-Book Branch. The Department of Education approves the use of these books during the year 1936-37.

Teachers of Dramatics are asked to note that Speech Training is an important part of the course in Dramatics, and that a considerable amount of time should be given to Speech Training.

Social Studies—Division II

Teachers are invited to send in lists of books and references that they have found useful for the Social Studies and Enterprises of Division II, in order that a selected bibliography may be prepared and published in this Bulletin.

Prescribed Reading Course for 1937

The attention of all teachers is directed to the following regulation:

The Reading Course for holders of interim certificates will be offered in 1937, but **not thereafter**. The application, together with the fee of \$1.00, must reach the Department not later than February 1, 1937. The question papers will be mailed to the candidates on March 1; the essays must be returned to the Department by March 20, 1937.

Teachers who fail to comply with this regulation in 1937 will be required to complete a course at Summer School.

A list of the prescribed books for holders of interim certificates, either **First Class or Second Class**, may be procured from the Department of Education.

Professional Examination, 1936

Teachers who graduated from Normal School in 1935, or earlier, and who are still conditioned in a Normal School subject, should take notice that this is the last year the Christmas professional examinations will be offered. The 1936 graduates have already been advised that a Summer School course is required of them in order to remove Normal School deficiencies, and after December of the present year, this regulation will apply to all teachers whose professional standing is not complete.

A time-table of the professional examinations may be procured from the Department of Education. The examinations take place on December 28, 29 and 30.

Grade IX Examination

In setting and scoring examination papers in Social Studies and General Science for June, 1937, the Department intends to recognize the variation in instructional emphasis and library facilities which is to be found in different schools, and to consider the age and experience of the candidates. The examination paper will consist of a large number of items, considerably more than a student can answer in the time allotted. Scores will then be arranged to form a percentile scale. Thus a student's final mark will indicate,

not the percentage of the question paper which he has answered correctly, but his standing with respect to the other candidates.

Re the Examination in Grade IX Social Studies

Teachers re-reading the programme in Social Studies are urged to note that the fundamental objectives are the following:

1. To facilitate an understanding of the social and economic realities.
2. To develop the ability to see both sides of a question, and to think independently on a basis of facts.
3. To induce an attitude of fair-mindedness, and a desire to co-operate with others for the welfare of the community.

The following quotations are worth the teachers' attention:

"The Activities . . . are suggestive only. They are to be used, modified or rejected as the judgment of the teacher dictates."

"Under no circumstances is each item to be 'taught' in detail . . . All the pupils are not expected to study all the items in each sub-topic."

In almost every paragraph of the Social Studies programme, the teacher is urged to make the course a means of modifying the thinking habits, attitudes and judicial methods of the pupils. The intention of the course is to train the rising generation to find facts and causes, and to base upon them conclusions consistent with community and general welfare.

At the end of a year in a well-conducted class, the average pupil will be able:

1. To think out, impromptu, some of the reasons why migrations have occurred, or unemployment has increased, etc., but not to write down verbatim the six reasons "taught."
2. To plan a simple organization of people to gather facts about a matter of contemporary importance.
3. To plan a simple organization for giving expression and effect to a general wish of the community.
4. To trace a number of common commodities to their sources as raw materials, and show what costs are legitimately chargeable in the price to the consumer.
5. To think out, impromptu, some of the results to mankind of a new invention; such as the combine-harvester or the cotton-picker.

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6. To explain what provisions would be prerequisite to the establishment of a public utility in his own community; and why such utilities are so generally confined to urban centres.
7. To interpret current foreign news in terms of popular need or aspiration (crudely but with some accuracy).
8. To defend his own mind against mischievous or slovenly mis-statements of fact or argument.
9. To recall his observations of some industrial or utility plant which he has visited.

This enumeration is not assumed to be complete.

Since the theme of the course is "The World in Which We Live," it would be idle to suppose that a great deal of theorizing could be done without a sound mastery of the world map, and of the location upon it of the important political and economic stresses which are being studied. At the end of Grade VIII most students have a good "recognition" knowledge of the world map, but a very poor "reproduction" knowledge of it. But it is the latter that is almost always needed in everyday reading, if the mind is to become well-stored as well as merely nimble; since the map is seldom at hand when the stimulus to exact thinking comes, and in any case, exact memory should not be dependent upon the presence of a map. If the visual image of the world map is hazy there is small hope that the pupil will be either well-informed or scientific in his thinking about the world itself.

The following illustrative questions indicate an attempt to embody some of the foregoing observations:

1. Use the attached outline map of the world, which is incomplete.
 - (a) Insert as accurately as you can the outlines of Australia, New Zealand, Japan, South America, Italy, India. Name each.
 - (b) Mark clearly—
 - Belgium.
 - A country where civil war is raging.
 - The capital of the Union of Soviet Republics.
 - Ethiopia.
 - California.
 - Four places at which international shipping passes through very narrow channels.
 - The Great Bear Lake mineral area.
 - Hitler's country.
 - The Danube and Mississippi Rivers.
2. In what respects can a citizen of Edmonton or Calgary enjoy a better life in 1936 than a city dweller of 100 years ago?
3. Describe briefly what you have seen in a visit to one of the following—
 - (a) A local industrial plant.
 - (b) A local public utility or public service plant.
4. If you had a great deal of money, what modern devices would you instal on a farm in order to increase its productive efficiency? Describe in some detail how you would plan them.
5. (A "best answer" test of the following type):

In each of the statements below, fill the blank with one of the suggested forms which in your opinion best completes the statement.

 - (a) The collapse of agriculture in Southern Saskatchewan has been chiefly due to—low prices, stock disease, drouth, freight costs.

Etc _____
6. A simple completion test, to cover plain historical content.
7. Give your reasoned opinion about the following statements: (Think about them carefully; then explain why you agree or disagree with them.)

- (a) Over the past seven years, the number of emigrants from Canada to other countries has averaged 122,000 per month. It is time we found work for them in Canada.

Etc _____

8. Show how mechanical and scientific advances of the past 100 years have made it possible for Canada to become a "granary of the world."
9. Write fully about one of the following: world foods, telling the main countries where it is produced, the methods of production, the countries to which it is exported, the provisions made for safe ocean transit and one main ocean route over which it travels:
 - rice, beef, coffee, sugar, tea, fish.
10. State one important result which might be expected to follow the innovations suggested below.
 - (a) Introduction in the Southern United States of a machine for picking cotton in the cotton-fields.

Etc _____

Manual for Grade IX Junior Business

"A Teacher's Guide to Junior Business" may now be obtained from the School Book Branch, Department of Education, for the price of 40c, postpaid.

Local Meetings

- BERWYN**—First Saturday in each month.
- BOW VALLEY**—Dec. 15, at 7:30 p.m., at Serviceberry Creek School.
- BRUCE**—First Saturday of each month at 2:30, at Bruce School.
- BUSBY**—At Busby, January 8, 1937. To form a sub-Local.
- CEREAL - CHINOOK**—First Saturday in November, December, March, May, and June, at 2:30 p.m. Study of salary schedule.
- CHIPMAN**—Ross Creek School, Dec. 11. Guest speaker, Mr. Thomas Hamilton.
- CLARESHOLM**—At the School, Jan. 7, 1937, at 4.30 p.m.
- CLIVE**—Clive School, Dec. 12, at 2 p.m. Social Studies II.
- COALDALE**—First Friday of each month at 3:00 p.m.
- EDSON**—At Edson School, Dec. 12, at 2:00 p.m.
- HARDISTY**—Hardisty School, Jan. 9.
- HIGHWOOD**—First Friday of each month.
- INNISFAIL**—Third Sat. in January.
- MANYBERRIES**—At Manyberries, last Friday of each month, at 7:30 p.m.
- PADDLE VALLEY**—First Saturday of each month at Green Court, 2:30 p.m.
- PROVOST - HAYTER**—Second Saturday in December at 2:00 p.m. at the home of Mr. R. E. Rees.
- RAYMOND**—Home of Mr. J. W. Evans, Jan. 11, 8 p.m.
- RED DEER**—Last Monday of each month.
- REDWATER - OPAL**—At Maybridge, Sat., Dec. 12, at 2:00 p.m. Demonstration by Mr. Brown of the University of Alberta, on Visual Instruction in Schools.
- ROCKY MOUNTAIN**—At Canmore on the first Tuesday in Oct., Dec., March and May.
- SEXSMITH**—First Saturday of each month at 2:00 p.m.
- TABER - BARNWELL**—Dec. 12, 3 p.m.
- THORSBY**—Dec. 12. Address on New Programme of Studies, at Thorsby School.
- VILNA - BELLIS**—At Bellis School, Dec. 12. Talks to be given on Div. I Arithmetic, Social Studies, and Elementary Science.

Manual Arts

Edited by Dr. John Liebe, Ph.D.

THE PLACE OF TECHNICAL TRAINING IN THE EDUCATION OF THE ADOLESCENT

In the survey of the school system of British Columbia carried out by Drs. Putman and Weir, and published in 1925, we find the following comment on "Adolescence."

"Great as are the physical and functional changes in early adolescence, the changes in emotional and mental outlook are still greater. Idealism is born. The outlook becomes more social and altruistic. While functional changes are taking place that mark **physical maturity**, emotional and spiritual changes are taking place that fit the individual to use his maturing **bodily powers**. Many forms of restraint that were accepted without question during childhood now become irksome, and if not gradually loosened may end in open rebellion."

With the coming of adolescence youth becomes ready and eager for new experiences; for efforts involving logical thought; for an insight into and participation in group undertakings; for a study of social life and industry; and for trying out some vocational activities. These adolescents are the students of Grades VII, VIII, IX and X.

Prior to the beginning of the present century more than half of them were absorbed into the lower ranks of industry by the age of 15 years. But a change has come over our world since then. Gradually the normal age of leaving school has been rising, until within the last four years the percentage of adolescents entering industry at 15 years of age has steadily declined. The age of seventeen has now become the average age of entry into industry.

The apprenticeship system is dying and must be replaced or supplemented by a scientific or semi-scientific training such as technical schools provide. Thus we see that the adolescent boys or girls who formerly entered upon their apprenticeship are now thrown back into the schools. This bewildered and desperately unhappy group constitutes a challenge to both school and society.

This means that our high schools must now carry these students along to Grade X instead of Grade VIII. Thus the secondary school is forced into a state of transition and consequent confusion. This new type student body in the high schools is forcing upon educators a revision of our high school programs. Already the various departments of education throughout Canada are at work on the problem.

The secondary school of today, then, is a changing school, occupied with developing a plan of education for life. In all industrial countries educators are faced with this problem. Everywhere the schools of today are being challenged by this new body of adolescent students. No longer is the high school found to be filled with students definitely set towards and interested in academic pursuits. The students with no academic leanings are perhaps the biggest group. It consists largely of those adolescents who are filled with resentment at having to remain in school. This is in no wise diminished by the character of the offering made to them by the traditional high school programme. Then again their resentment is often aggravated by ignorant goading and taunting on the part of parents and other adults

who do not seem to grasp the changed conditions in our social order.

Now technical education of the provocation type seems to offer possibilities for the ordinary child with no academic leanings, but with an aptitude for mechanical matters. He must necessarily be educated academically up to a certain point. Everyone must be. The question is how to make the most of his educational time after that point has been reached. We must recognize that the modern technical school is not an institution for vocational training, although incidentally it may serve that most useful purpose. The technical school teaches principles as well as practice, the why as well as the how. Yet we must not sacrifice children for the sake of the University Ideal. They are likely to do best by doing what they are interested in. This is not a problem affecting one class only. **It affects all classes.** One great educator says—and he is supported by every educationist of note, that "Educability is not a matter of class: intellectual talent of every sort is produced in a certain quantity by every class of the community. But it is only in a certain quantity, and many schoolmasters are aware that among the sons of the rich and well-to-do there are always a certain number who, in spite of every adventitious aid that money can purchase to help them, are incapable of profiting by the highest types of academic education. It would be better for such boys that they should not be attempting the ordinary school course at all. From these considerations it would seem to follow that the course to be followed by all from eleven to fifteen should be one designed to produce a good physique, practical ability to be developed by more extended teaching of handicraft, a knowledge of scientific method, a good standard of English in speech and writing, and those practical virtues of integrity and the sense of responsibility which a good education can certainly develop."

It is a mistake to imagine that a technical school training is entirely confined to practical work. Character-training and book-work occupy a large place in the curriculum. But students not good at books are not left on the shelf as in a secondary school with a scholastic bias. The non-bookish have ample opportunities to develop intelligence and character by dealing with things instead of ideas.

The technical school has preserved a core of academic subjects like Literature, Composition, Mathematics, Science, History and Geography, and in addition gives a broad choice of **subjects having a practical appeal** and presenting an opportunity for expressional and creative work on the part of the students. In addition to these subjects technical schools carry out an **education in art**, which is not approached in content and opportunity for actual practical work in the ordinary high school programme. I am quite convinced that at the present time at least 75 per cent of the students attending high schools are being sacrificed in order to preserve the University Ideal. Now I have nothing to say against the University Ideal, but I do take issue with the policy which in our educational set-up results in directing all educational travellers from the age of 14 onwards into the difficult and congested road that leads to university. Modern conditions require us to provide other opportunities than the university preparation type for all secondary school students. New roads must be provided. Such a new road is the technical high school. But unfortunately the general public imagines that this new type of high school is meant only for students of lower mental calibre. Nothing could be more mistaken. It is not a question of a lower ability but a **question of different aptitude**. To those who look upon democratic education as a potential factor in social progress, I would suggest that the utilization of industrial experiences such as is obtained in technical schools should

form a vital method of human training in all those relations of knowledge which are inseparably bound up in the reactions of man with environment. I claim also that the experiences in technical school shops and laboratories can be media whereby the unfolding intelligences of our children may extract the scientific meaning and social significance of life and work, and so set out with high hope and adventurous spirit on the wider horizons and deeper currents of the ocean of life.

SCHOOLMASTERS AND ECONOMICS

Address by M. J. Coldwell, Past Secretary Canadian Teachers' Federation

M. J. Coldwell, M.P., addressed the regular October meeting of the Winnipeg Schoolmasters' Club.

He said that in spite of the fact that he had been dismissed and reinstated by the Regina School Board and had subsequently resigned his principalship, he felt that he was still a teacher. He reminded his audience that he had entered public life fifteen years ago, largely to vindicate the right of the teacher to exercise the privileges of citizenship.

Mr. Coldwell remarked that the world was in the throes of a great social and economic crisis from which would emerge a world transformed. He likened the present era to the period of social, religious and economic upheaval which followed the break-up of Feudalism in Northern Europe and the Renaissance. Because education was more universal now and because communication was instantaneous, rapidity of change would be accelerated in the immediate future. Attempts were being made by Fascist dictatorships to stem the tide of progress but such barriers would be swept aside as the tide of human progress came to flood.

In such an era, the Speaker said, the school had an important function to perform. Those who prepared youth for life could not be indifferent to the kind of environment in which youth would live in after years. Teachers could not ignore the social and economic forces which surrounded them or the possible effect school might have upon the attitude of the succeeding generation. In this connection he deplored the regimentation of the pupils which had been forced upon the schools by a false economy which demanded larger classes. In Stockholm a great technical school had been so designed that class-rooms could not accommodate more than twenty-five pupils. In Canadian cities classes of forty were common and classes of fifty not unusual. Under such conditions the regimentation of the child was inevitable and this in turn prepared the way for unintelligent regimentation in after life. In this way the school might play into the hands of reactionary dictatorships.

The Speaker then dwelt upon the effect of the present crisis upon the rural schools. Salaries of \$350.00 a year were quite common in Saskatchewan where conditions in the schools were a disgrace to the authorities responsible. He said that last winter some teachers tried to teach in schools where the temperature was below freezing point because the buildings were poorly constructed and fuel short. Such districts suffering from drought and depression, should be financed by the Governments. If the British North America Act would not allow a Federal contribution for relief education, then the B.N.A. Act must be amended. He told his audience the condition of the rural teacher was something in which they ought to be vitally interested. He reminded them that though their own condition might be comparatively comfortable and satisfactory, no section of society could long maintain its own condition if the general level of that society continued to remain low. This, he said, was particularly true of members of the same trade, profession, group or class. Thus, if for no other reason than that of enlightened self-interest, teachers should be in the forefront of those who led the way to better things.

Mr. Coldwell strongly condemned the comfortably situated people in society who refused to see the social and economic evils surrounding them. They reminded him of the story of Peter's denial of Christ. Whilst the Man whose life had been one of service to his fellows stood on trial before the vested interests of Imperial Rome and ecclesiastical privilege, Peter remained outside with the Roman soldiers, comfortably warming his hands at a brazier and declaring emphatically "I know Him not." Today, concluded Mr. Coldwell, there were too many Peters, "but the dawn breaks and the warning sounds, for are we not told that even as Peter said 'I know Him not,' immediately the cock crowed!"

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An Educational Exhibition and Museum

By MISS JANET MILLER, B.A.

THERE is a veritable treasure-house of information, materials and enterprise ideas in the Educational Exhibition and Museum, on the ground floor of Haddon Hall, 97th Avenue, Edmonton. It consists of a collection that Mr. Ernest Brown, early photographer here has been gathering for the last thirty years. At present it is in a very crowded condition. It was crowded, even when Mr. Brown used the whole of the ground floor. It should be housed where there would be seven times the space; and it is Mr. Brown's earnest desire to have it so housed that it will be available to the boys and girls of Edmonton.

Some of us had our introduction to this collection about five years ago when an exhibit of early pictures of Edmonton and of Alberta was shown on the third floor of Johnstone-Walker's store. Three years ago teachers began taking classes to Haddon Hall for lectures and illustrations on various subjects; and during that time Mr. Brown has given talks to over three thousand pupils. Now, that he has had to sublet the front part of the premises, he has no room for classes, but he does welcome teachers. His help has extended to rural schools, too, for he has given lantern lectures to about three thousand, in schools on the Edmonton-Calgary railway line, and already this Fall, some two hundred rural teachers have visited his exhibition.

When you go, you will be interested in the pictures of early Edmonton and early Alberta. You will be amazed at, for instance, the collection of the pictures of the buffalo. From the time they thundered over the prairies in vast herds, their tragic story can be traced to the days when the early settlers in some parts of the West made their first money by shipping carloads of buffalo bones to the East to be made into fertilizer. Then you see pictures of the fine herd at Wainwright today.

You will find great variety in the Indian pictures and exhibits. There stands, for instance, an imitation totem pole, made because some teacher remarked that her pupils had never seen one.

But in the maze of subjects illustrated you will surely stand entranced before the papier-maché exhibit of pioneer life. There is the little log cabin with a fire burning in the miniature fire-place. A little old lady in old-fashioned costume sits before the fire. The furniture, the spinning wheel, the tiny braided rugs, the little picture of Queen Victoria are all in keeping. Many a Titania would be glad to have as her palace this little log house.

Another of the exhibits is an Eskimo scene, and you would never guess that the igloo is but half a cocoanut shell, covered with papier-maché. So much does it resemble real ice and snow that one boy said he could see the snow blowing.

Teachers who are looking for ideas for enterprises can surely find them, and teachers of Grade IX who are having

individual pupils trace the development of transportation, or of lighting, or of any commodity can direct them with advantage to this Educational Exhibition.

I shall not list the subjects dealt with, but just mention that there are nine hundred framed pictures, two thousand lantern slides, and reference files on many, many subjects.

The museum part is also interesting, and of importance to teachers who like to follow a method of object teaching.

The visitors' book records appreciative comments from editors, librarians, students, teachers and out-of-town visitors. May I quote two? One is by our late esteemed Mr. Humphreys: "I have visited many exhibitions and heard numerous lectures, both in the Old Country and here, but I have never seen or heard so much vital information served in such digestible form in the brief space of two hours as was demonstrated here this morning." The other is by a Vancouver visitor: "Wake up, Edmonton, and realize that you have here the most valuable historical pictures of any province—preserve them!"

Mr. Brown has been making this a life work. Now, he generously wishes to make his great collection available to the boys and girls of Edmonton, if only he can get it properly housed. How can he be helped to get it so housed?

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Edmonton

Correspondence

CORRESPONDENCE COURSES

Managing Editor, The A.T.A. Magazine.

Here is a suggestion for our magazine, the A.T.A.—Why not conduct an investigation into the general aspects of correspondence schools?

I think that there is a great need for such an investigation, for at the present time there is a flood of advertisements appearing in every magazine and newspaper, some as straight advertisements and quite often under the guise of "Men Wanted."

The general tendency of people who are contemplating a home study course is to keep quiet about it and to seek very little advice. I do not know of any source where disinterested advice and information can be obtained.

Of course, such an investigation on our part would have to be limited in many ways. I have thought out the following plan and believe it would be suitable:

The A.T.A. Magazine publish an appeal to all interested readers to contact as many persons as possible who at some time or another have started, are working at, or have completed a correspondence course. The following information to be requested of each such person:

- (1) Subject of the course,
- (2) Amount completed,
- (3) Benefits received from course,
- (4) Candid opinion of the course.

These letters could then be summarized and the results published in the A.T.A. Magazine.

I think that many people would find this a valuable guide when confronted by one of the considerable number of school salesmen now throughout the country.

Any further discussion will be welcome, and if you adopt the above suggestion I will be willing to devote considerable work to help toward its success.

Yours truly,

A. M. Stevenson.

BERRY CREEK UNIT

Managing Editor, The A.T.A. Magazine.

Dear Sir:

A letter in your November issue from W. J. Medd reveals a misconception with regard to the Berry Creek S.D. which is rather widespread. The point is made that the saving in this instance was made by cutting down the number of teachers employed.

I would like to point out that, due to loss of population, 44 of the 67 schools had been closed for a number of years. Several districts with a fairly large school population had been closed for some time due to lack of funds; many scattered families had prohibitive distances to go to school. Teachers in operating districts were behind in their salaries from six to eighteen months.

The Berry Creek started to operate with exactly the same number of teachers as there were in the area before. Schools were put in the centres of school population, vans and dormitories provided to take care of isolated families, High School facilities were provided and the unsatisfactory salaries were paid to teachers when they were due.

Mr. W. J. Medd should have obtained a copy of the financial statement, which is available, showing comparative costs under the two systems. He would then have been able to answer the questions that he raises in regard to finances under the large unit.

There seems to be an idea that the only objective in view in the experiment in the Berry Creek was the saving

of money, and that the attainment of this objective is to be questioned. I would like to state that any saving made was incidental to the larger objective of providing school facilities for the children. If Mr. Medd will investigate the matter thoroughly I am sure that he will be forced to the conclusion that, from every standpoint, the Berry Creek desert has the best system of rural education in the province.

Yours sincerely,

L. A. Thurber.

MATERIAL ON PEACE AND WAR PROBLEM

Editor, The A. T. A. Magazine.

Dear Mr. Barnett:

A month ago I asked you to insert in *The A.T.A. Magazine* an item in regard to Literature which the Calgary Women's Peace Council have on hand, and mentioned one little book entitled "Teachers and World Peace," giving the price, 20c. I stated also that there was material on certain crucial world problems.

Since then I have had some requests from teachers from rural sections, I imagine, asking me to send them such material. They seem to take it for granted that this literature is distributed gratis. Such, of course, is not the case.

For the above reason I enclose a list of the literature we have in stock with price of each book or pamphlet. Would you kindly list it in the magazine for the information of enquiring teachers.

All the literature in my charge are publications from the League of Nations Society in Canada. The Women's Peace Council is trying to awaken interest in the Peace and War problem and in the League of Nations Society and the work it is trying to do.

Yours sincerely,

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Rachel J. Coutts.

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Germany and the Rhineland35
Raw Materials and Colonies70
Educational Role of the Press75
Problems of Vocational Guidance	1.25
Three Sources of Unemployment	1.25
Highways of Peace10
Interdependence25
Covenant05

NOTE—The little book entitled "Highways of Peace"—cost 10c plus 3c postage, contains information regarding efforts towards peace within and outside the League, which every teacher from Grade V upwards should know. It synthesizes the activities of the various committees working under the League of Nations. It is written in an interesting style and concisely. The book was written in 1935 and is, therefore, up to date.

The World Outside

MISS M. B. MOORE, M.A.

MISS R. J. COUTTS

Canada

Ottawa has authorized new emergency signals for northern aviation which will assist pilots, prospectors and fur traders in that vast unmarked northland. The summer signals are paddling a canoe in close circles, interrupted smoke signals, or a sheet of white laid flat on the lake shore or clearing, in the form of a "V" to denote that an emergency exists.

The winter signals are the letter "V" drawn in the snow, indicating that the pilot should land for sickness or other emergency. The letter X drawn on the snow indicates unsafe landing, while the signal "II" indicates safe landing and the angle at which drawn indicates direction of runway. The commercial pilots are instructed to train traders, prospectors and trappers, as well as other residents of the north so that they will be able to use these signals.

* * * *

The idea of using salt for roads originated in Nova Scotia where the National Research Council of Canada has been carrying on experiments. Salt eliminates dust and maintenance costs are low. The salt is mixed with clay in proportions which produce the necessary density to resist traffic pressure.

* * * *

Alberta again defaults on its bond issue of November 2 to the amount of \$1,250,000. Efforts were made to obtain funds from the Federal Government and from the Bank of Canada. The payment of interest at three per cent will continue, but all applications for principal refunding were refused.

* * * *

The Dominion Government has now a new Department of Transport, which takes over the work of the Departments which formerly had the administration of Marine, Railways, Canals, and Civil Aviation.

* * * *

Other Parts of the Empire

India is to become, under the Government of India Act, July 7, 1935, a self-governing unit, hence Aden, which for 97 years has been an outlying dependency of India, and the door to the Orient on the Straits of Bab-el-Mandeb, will become a distinct British colony next spring, and will be governed by a British official, advised by a nominated council of local representatives with limited functions, the governor having emergency powers. Aden is five square miles in area, has a population of 45,000 composed of Arabian, Indian and African traders, housed and clothed in their varying national, picturesque fashions. It is an important shipping centre and its evolution as a United Kingdom colony brings it into closer relationship with the parliament in Great Britain, and emphasizes that although India is given self-government, there is to be no weakening of protection for British shipping in eastern sections.

* * * *

United States

October 27 witnessed rededication of the Statue of Liberty, which has stood in New York harbor for half a century. It was presented to United States by France, and was the work of Frederic Auguste Barihoidi, a young Alsatian sculptor.

* * * *

Mrs. Anne W. Brown of Vero Beach, Florida, takes sands of various shades, orange, sombre grey, and rich brown, and combines them into landscapes. She claims there are thirty different shades of sands which she discovered when a ditch was being dug on her property, and she became ambitious to combine them into a painting. Her method is simple. She uses thick pasteboard upon which she draws an outline. Upon sections of this she puts gum arabic, and on these sections the sand in the desired shades. Her pictures have been exhibited in Toronto, Chicago, Cleveland, and other cities, and so far she has no competitors.

United States says "no" gently but firmly to Britain's proposal to extend the life of Article 19 of the Washington Naval Treaty of 1921, prohibiting erection of new fortifications in the Far East. Article 19, so Washington claims, cannot be divorced from the other questions relative to settlement in the Pacific, which must guarantee the territorial integrity of China and a fixed naval ratio, both of which Japan has discarded. The proposal, in reality, allowed modernization of old fortifications but no new erections, which would mean that United States could not develop a naval base in the Aleutian Islands, which seems very necessary at present to the United States as a counter to Japanese aggression. Neutralization of the Philippines is a possible answer, but as the complete independence of these islands is in abeyance for nine years, it is premature to discuss this phase of the question.

* * * *

Europe

In Austria, the wiping out of all private military groups and the merging of these into the national militia, is a bid on the part of Schuschnigg for more centralization of government. Up to the present, he sits supreme, his policy largely dictated by the Pope, rather than by Mussolini, while the Nationalist Socialists and Royalist parties mill about him.

* * * *

Mussolini's speech at Milan has aroused much inward adverse comment among smaller nations and in democratic countries. He openly renounced disarmament, the League of Nations, and peace through collective security. He demanded recognition of Italian power in the Mediterranean and expressed desire for British friendship provided Britain met Mediterranean demands. He emphasized that Italy and Germany stood together in close friendship in opposition to Communism, leaving to be inferred that friendship with France is very remote, owing to the Franco-Soviet understanding. This bitterness against the alliance with Russia, on the part of Germany, receives new light when we are told that France was hurried into making it because she feared Germany was also making tentative efforts to secure an understanding with Russia. Hitler's frenzied hatred of Russia, into which he wished to draw Italy, may be accepted with reservations.

Mussolini and Hitler are making together a bid for leadership in Europe, as against the League. They both, too, desire the friendship of Great Britain in order to defeat the Franco-Russian pact. Through British influence they hope to draw France from Russia, but Great Britain clings tenaciously to a Locarno pact which will insist on questions concerning both Eastern and Western Europe, and will lead eventually towards collective security and individual peace.

* * * *

The accusations of Russia against Portugal, Italy and Germany, of breaking the non-intervention agreement in connection with the Spanish Civil War, were met by Italy

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denouncing twenty violations by Russia. The Earl of Plymouth, the chairman of the committee received, too, the complaint of Portugal that the British Government in forwarding these accusations without due investigation, was not playing the game, and threatened to withdraw, as also did Russia. Portugal has gone the length of recognizing the organization of the insurgents as the legal government of Spain, but Russia, in spite of threats, continues to attend meetings of the Committee.

Russia, as far as European diplomacy goes, is the unknown quantity. She is here, then there, and sometimes one wonders if she may not be overdoing. Witness her eagerness in supporting sanctions against Italy; then her attempt to organize central Europe, offering to guarantee Austria's independence; and lastly, her pact with France which was the prime cause of Hitler's occupation of the Rhine.

Czecho-Slovakia has been converted into an aerial base for Russia, a doubtful advantage, for this small country would succumb first to Germany, and besides the route to its borders from Russia is across a small strip of Poland which is very hostile to Russia. Rumania as a member of the Little Entente was expected to follow the lead of Czecho-Slovakia, but at present is very cool towards Russia, for Russia might want Bessarabia, which fell to Rumania as her reward in the war of 1914. Yugoslavia, the third member, may dislike Italy, but she has no idea of committing herself to an anti-Italian policy, by aligning herself with Russia. Austria is too Catholic and too anti-Communist to link herself to the Soviet regime. Hungary too, shrinks from Russia, remembering the days of Bela Kun—so Italy, Hungary, and Austria find themselves in accord, and intend to work with Germany rather than with Russia, and France has precipitated this cohesion by her Franco-Soviet pact.

However, we do not know what this maze of diplomacy may lead to, but we do know that Russia needs peace, especially in the face of Japan's bid for power in the East.

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Our Teachers' Help Department

Introductory

The following articles deal with related phases of Enterprise Education. The first presents the general theory underlying the "activities"; the second, by Miss Harding, dealing with motivation and specific activities, is a paper presented to the Grade V section of the Edmonton Teachers' Convention; and the third, by Mr. Swift, is a very timely caution as to the distinction between freedom and discipline under the new dispensation.

As a sort of appendix there will be found a suggestion for a Citizenship Attitudes Rating Scale. It is presented with due recognition of all its faults and weaknesses in response to a request for something that will supplement the customary report card. In the Normal Practice School, Edmonton, the pupil is rated at the conclusion of each Enterprise on the three point scale shown. A report on the skills is presented on the usual city form using an entirely different rating scheme to deter pupils and parents alike from endeavoring to translate a score of S on Industry into a percent.

A Few Words of Explanation

Interwoven into each Enterprise are History, Geography, Health, Art and Music, as well as Handwork, Language, Literature and Reading. The facts and knowledges, that is, the content materials of each enterprise, are checked by a series of attainment tests; but it is difficult to transpose marks so obtained into ratings strictly comparable with those given for the skill subjects, Arithmetic, Reading, Spelling and writing. Accordingly the skill subjects are reported on the customary form and the Citizenship Attitudes on the one above.

The Activities in the Enterprise

"We remember one-tenth of what we hear, one-half of what we see, and nine-tenths of what we do." This is but another form of expressing the truism, "Experience is the best teacher." Like all such maxims it possesses a kernel of truth. It is equally, and unfortunately, true that experience is frequently a most expensive and undesirable teacher. It is just this negative quality of experience as a teacher that has inspired society to organize schools to transmit the race's social heritage.

To progressive teachers from Plato to Kilpatrick the dominating problem in education has been the devising of instructional techniques for the meaningful yet harmless transmission of the social heritage. To a limited degree only can such "experience" be direct. "The burnt child dreads the fire," but deliberately to expose the child to the possibility of severe bodily injury is not a classroom procedure which would be approved by organized society. Of necessity, then, much "experiencing" must be vicarious—must be effected through the medium of instructional technique. To be an effective habit-forming agency such indirect experience must stimulate an emotional reaction analogous to that which would have been produced by the direct experience. "It is only through a liberation of the child's emotional life that the school can hope to develop ability to do independent thinking, power of original expression, a passionate enthusiasm for real work and 'a satisfying synthesis of sustained effort and enthusiastic play'." (1).

If, according to Kilpatrick, "We face . . . a new conception of the curriculum as consisting properly of such a succession of school experiences as will best bring and constitute the continuous reconstruction of experience," (2) it is of supreme importance that we understand the part that the "experience" or activity must play in the daily program

of the school. "The confusion existing in current thought with respect to the relations of so-called 'mind' and so-called 'body' have led to an undesirable divorce in the elements of our thinking. We have been taught that some activities, for instance, the making of a sled, or the building of a log cabin, are physical in nature; while others, such as the writing of an essay or group discussion of a social problem, are mental. In reality every activity is an activity of the whole personality." (3) This more comprehensive application of the term implies that every individual is active for twenty-four hours of the day. The pupil engaged in reading to obtain information for the development of the Enterprise or the one sitting in absorbed contemplation on his next contribution, is as truly "active" as the pupil engaged in transforming two apple boxes into a movie machine and much more desirably active than the one engaged in kicking up a dust out of pure devilment. Let us not, then, be carried away by the idea that constructional activity is the only and the supreme desideratum of the Enterprise.

If the objective of the activity is to effect a more personal adjustment to the social and physical environment, —to life itself,—than was achieved under the conventional program, it is essential that the child shall experience vividly and intensely. Involved in this experiencing will be personal contacts, trips and tours, and such indirect contacts as may be obtained through reading, study of pictures, lessons and lectures. If such activities have stimulated desirable emotional reactions it is imperative that an active outlet be provided in the form of constructional activity of the types suggested by Miss Harding, dramatization, written or oral expression, music and art. "Learning is an active process" involving expression as well as impression; the learning and the doing are complementary acts. Just as Peter Pan is embarrassed and unhappy without his shadow, so in any educational program the expressional phase is the sequel to the assimilative.

With activity recognized as an essential element in the program the teacher must welcome it as an agent in the securing of more desirable social outcomes than were fostered by the former disciplines under which there seemed to be an unfortunate antagonism between activity and education.

Who shall select the activity which is to dominate the classroom over a period of six or seven weeks? "While the units may come from the child's past experience or present needs, through the teacher's presentation, or as a result of the teacher's setting the stage to make the worthwhileness of the units purposeful and real projects." (1). In Alberta, at least, the Enterprises will be teacher-selected, with pupil co-operation. The activities accompanying the developing theme should be pupil-selected. The pupils themselves will look to the teacher for advice and suggestion as they invariably do when there is an adult present in whose judgment they repose confidence. Will not the teacher's purpose and problem become the pupils' purpose and problem, "when the latter, quite a bit under self-guidance, initiate, plan, select, discard, organize, judge, and execute essential step processes necessary to a successful completion of an Enterprise not entirely theirs at the beginning?" (2). There is then, as Miss Harding indicates, a very definite place for teacher-direction and teacher-guidance in the new program. "Certainly there is no evidence to conclude that the individual who is the most capable in solving his own problems, who is ablest in thinking through a situation, is the one who has indulged continuously in activity which is self-initiated and self-directed." (1).

"Out of this directed experience should grow organized knowledge in innumerable fields. Knowledge thus acquired will provide a rich storehouse from which to draw in building enriched concepts valuable for the successful meeting of so-called real-life situations. If we were to grant for a moment the enduring worth of 'real life' situations, then to be consistent, we should also stress the value of building a rich, organized background to aid in adjusting to them." (1). The past can contribute to the present and only through the Enterprise procedure can the pupil become thoroughly assimilated into the atmosphere of the glamorous days of

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old. The child who has lived in a French Canadian Enterprise during a period of six weeks has absorbed more of the local color of colonial community life, than one who has merely "read about" the same period. Subject matter presents new and enduring facts of interest as it assumes its proper place as a source of activity, as an interpreter of experience.

What about the fundamentals? That the skills do not suffer under the Enterprise procedure was demonstrated in an investigation conducted in Edmonton last winter. Two schools having similar social backgrounds, pupils of relatively equal capacity and equally competent instructors, but operating under different techniques were tested in November and May by the Public School Achievement Test. While a complete statistical report is not yet available, there is sufficient evidence to indicate that under the Enterprise procedure pupils make at least as satisfactory progress in the skills as under the conventional program. Studies of a similar nature made at widely separated points in the United States would confirm this statement.

As tools the skills may be most effectively and quickly presented by direct teaching. The more quickly they are mastered the sooner are they available as media of expression in the Enterprise; the more effectively can one participate; and the more rapidly are the horizons of knowledge rolled back to open up ever-expanding vistas of the new, the unknown and intriguing. As the value and purpose of the tool becomes apparent the keener becomes the desire to obtain a working mastery of its capabilities.

"Mastering the tools of learning in a progressive school involves a . . . paradox. Because of their importance as tools the traditional school places reading, writing and arithmetic at the centre of the curriculum as ends in themselves. And as ends in themselves they all too frequently have little relation in the child's mind to his first-hand concerns. But when the major activities in school are identical with a child's living interests, these tools become indispensable means for carrying on necessary investigations, gathering and organizing information, recording and noting progress, expressing and communicating ideas; in short, they function honestly as tools for a rich and meaningful living." (4).

In the early years of the development of the so-called "new education" there was a tendency to pursue the wraith of freedom to the extent of throwing overboard everything that bore the impress of the formal, which included discipline and organized subject matter. All such restrictions were déclassé, relics of a barbarous age. It was not long, however, before leaders in the field began to accept the view expressed by Mr. Swift in his article, "Enterprise Discipline." Soon there began to be a recognition of the increased importance of an adequate mastery of the skills, and more recently there has been a belated recognition of subject matter as the repository of the racial heritage. Out Alberta curriculum makers have in their initial venture into a new sphere achieved a very happy balance between the extreme subject-matterists and the extreme activityists. And can the proponents of these opposite views be extreme? Such a fine degree of flexibility has been attained that it is possible for a teacher to follow the conventional subject-matter trail with its orderly array of formal lessons or to venture down the new Enterprise path with its correlations and integrations.

To recapitulate: The activities do not exist to sugar-coat a nauseating dose of subject matter; they are a part of life to which subject matter makes essential contributions. The subject matter is the repository of the social heritage of the race and the skills are keys which reveal to the child its hidden treasures. There is no conflict, in the Alberta interpretation of the activity movement, between subject matter, fundamental skills and activities as media of expression. All three weave themselves into a harmonious pattern which integrates the pupil happily and effectively with his social and physical environment.

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HOW TO GET STARTED AND SOME THINGS TO DO

Dorothy M. Harding

This paper is an effort to answer some questions asked by Committee members. One asked, "How do you get an enterprise started?", another, "What do the pupils construct?", and still another said, "Oh, tell us anything about enterprises!" In endeavoring to answer these, I shall speak from the past year's experiences of Grades 4, 5 and 6 in the Normal Practice School.

"Did we enjoy the year's work?" "Yes." At times we were discouraged, perhaps because we were tired, for "the enterprise" demands much of the teacher. Often plans didn't go well, but, the fault was our own. As Shakespeare said, "The fault, dear Brutus, is not in our stars, but in ourselves."

Yes, we enjoyed the work, and are still enjoying it. It is an adventure in the realm of education, and it is stimulating to both teacher and pupil.

First of all—"how to launch an enterprise." These are suggested steps for Division II:

1. **Motivation:** Melvin in his book "The Activity Program" gives several, e.g.—
 - (a) "A suitable unit of activity may naturally appear because of individual and group interests.
 - (b) "The teacher may place suggestive materials in the class environment.
 - (c) "The class must feel that its co-operation in the determining and carrying out of the class program is earnestly sought by the teacher."

Last year the Moose River Disaster motivated an enterprise about "Coal Mining in Alberta," a travel booklet started another class studying "Mexico." Many other examples will occur to the resourceful teacher. The enterprises in the Course of Study include suggested motivation. It would seem natural that in Division II one enterprise might grow from another.

2. **Discussion:** The subject for the enterprise being chosen, the children discuss a tentative outline which is placed on the blackboard. Thought questions may be included. This plan must be regarded as flexible, to be supplemented or modified at any time during the course of enterprise—but it "starts the ball rolling" and acts as a guide to reading and research.
3. **Formal lessons:** Now, teach the most interesting lessons possible. This is where the teacher's skill in developing background and creating interest comes to the fore.
4. **Pupil research:** In the meantime the children are delving for material. Encourage use of all available libraries, searching through old papers and magazines. A child enjoys being the first to make a report. At the same time little souvenirs from home, which may suggest study topic, or which may have come from the country being studied, are brought to school, and children give oral reports about them. These objective links between home and school interest the parents.
5. **Stories, songs, poetry and pictures** suggestive of the theme to be studied are presented to pupils by the teacher. The room decorations are changed.
6. By this time some pupils will be ready with oral reports.
7. The blackboard outline is re-discussed and committees are formed. Several problem questions are suggested for each committee,—answer to be in the form of oral reports. One question may be placed on blackboard each

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morning and 10 marks awarded to the best written answer.

8. Out of the above a common activity will develop. I rather like to get the whole group busy at the same time. When quicker pupils finish, each usually has another job in mind. Some common activities are:

- (1) A travel poster.
- (2) Writing letters.
- (3) Maps.
- (4) Poetry.
- (5) Pencil drawings.
- (6) Construction of work-envelope or box to hold collections.

Out of this common activity and from the background developed, will arise your studies, and the enterprise is launched.

Since Division I enterprises are Social Experiences they are motivated by trips, by observations, or by actual experiences of the pupils. Fewer formal lessons are necessary at the beginning of the study than in Division II, and there is less blackboard planning, and more oral discussion. The opportunity for pupil research by means of reading is limited because of lack of material, and because of limited reading ability. There is a real need in Division I for easy reading material dealing with enterprise themes.

May I emphasize the following:

1. Teacher must plan and organize.
2. Teacher's plans must be elastic so that pupils' ideas may be included, and, if possible, after evaluation, made the dominant ones.
3. Go slowly at first, and include formal lessons, stories and songs wherever possible.
4. Teacher must be ready at all times with stimulating suggestions and colorful detail. (Teacher should purchase for his or her own reference, at least one book for each enterprise.)
5. Remember—there are two ways to approach learning, (a) learning by experience; (b) learning from books. Therefore each child should be encouraged to learn through both, but not forced from one to the other.

The other topic for discussion is "Construction Work Suitable for Enterprises." May I change that topic to "Creative Activity."

First of all, what are activities? To quote again from Melvin, "Activities are not physical;—activity should never be thought of as mere physical activity, but activity of the total personality. Activities do not exist to facilitate the mastery of subject matter. Because we cannot live adequately without subject matter, we pursue it as a necessity for the activities we are engaged upon."

This explanation of "activity" should be kept in mind when we teachers embark on the new program. Here are suggested activities:

1. **Modelling** — clay, plasticine, pulp, pottery, bowls, plaques, animals etc., may be attempted.
 2. **Soap Carving** — animals and figures may be tried. Types of soap may be studied and experimented with.
 3. **Constructing** miniature native homes—pioneer homes. For these use cardboard, logs, clay, paper, straw, pulp, etc.
 4. **Furniture**—pioneer or period. Wood, paper, cardboard, raffia, reed, may be used. (Fretsaw useful.)
 5. **Models of transportation** modes of various peoples.
 6. **Moving picture machine**—made from wooden boxes. The pictures are painted with Show Card or Tempera colors on newsprint, then pasted on roll of wallpaper.
 7. **Puppet Show**—miniature stage. Puppets may be stuffed rag figures.
 8. **Scenery and costumes** for the class play.
 9. **Small working models** to illustrate industries, e.g., tippie at coal mine, fishing boats at the wharf. (Meccano sets are useful.)
 10. **Tools and Weapons** used by various peoples.
 11. **Birdhouses.**
 12. **Lampshades**—candle shades, lanterns, boxes, etc.
- N.B.—Enterprise "Our Friend the Sun" would suggest some of the above.
13. **Booklets**—diaries.
 14. **Manuscripts**—old-fashioned books and news sheets.
 15. **Posters**—printing and lettering.
 16. **Free expression** on large sheets of newsprint 18 x 24

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inches to illustrate studies. Colored blackboard chalk is used. Charcoal or white chalk is used for preliminary sketching. Tempera or show card color may be used, but requires more skill than the chalk. (Teaches perspective.)

17. **Pencil work**—light and shade, ellipses, and perspective. Trees, leaves, still life groups may be drawn.
18. **Frieze or murals** may be attempted as children become more adept in handling media—chalk or tempera.
19. **Book covers and design.**
20. **Stained glass windows**—use tempera on newsprint.
21. **Maps**—charts, graphs.
22. **Making collections.** (Here is a chance to develop individual hobbies.)
23. **Animated or Pictorial Map**—made in wall size.
24. **Wood-carving.**
25. **Tanning hides.**
26. **Sand-table** may be used for relief map, land survey, layout of colonies, settlements or plantations.
27. **Experiments:**
 - (a) Germination of seeds.
 - (b) Distillation and condensation.
 - (c) Making paper.
 - (d) Retting flax, etc.
28. **Writing:**
 - (a) A play.
 - (b) Stories.
 - (c) Poetry.
 - (d) Music and songs.
 - (e) Letters.
29. **Directing a class play.**
30. **Acting in a class play.**
31. **Oral and written reports.**
32. **Homecraft:**
 - (a) Woolcraft—washing, teasing, carding, spinning.
 - (b) Making quilts—wool lined, simple patchwork covers.
 - (c) Rugs—hooked or braided. (It will be necessary to dye rags for this work.)
 - (d) Samplers—teach elementary stitches.
 - (e) Dressing dolls — making patterns — again teach forms of simple stitches.
 - (f) Weaving.
 - (g) Knitting—elementary stitches.
 - (h) Leathercraft.
 - (i) Candlemaking.
 - (j) Soapmaking.

I offer these suggestions in the hope that they prove helpful, but do not attempt all of them in your first enterprise.

* * * *

ENTERPRISE DISCIPLINE

W. H. Swift, M.A., B.Educ.

Every technological advance made by our civilization brings with it not only the potentiality for immense benefit to the human race when under proper control and guidance, but also the risk of terror and destruction when not properly employed. Gunpowder has greatly facilitated mining, tunneling, and the clearing of land; but it has also destroyed countless works of art and human lives. The automobile has brought joy and relaxation to countless people but has also, through lack of intelligent use by many of those to whom its operation has been entrusted, it has become the rival of our most dreaded diseases as a destroyer of human life.

Alberta has made a great technical advance in recent months in the field of education. We have decided to practice what we have so long preached, that the child must be active if he is to learn. We call our technique "The Enterprise."

A parallel may very properly be drawn between this new tool in education and the two illustrations given in the first paragraph. Just as inherent in the Enterprise procedure are to be found unbounded possibilities for improved work in our schools, so are there to be noted grave dangers if it is not employed under enlightened control. We allow any person who can buy a license to drive a car until through some accident he has shown himself incapable. Similarly we are permitting all teachers to practice the Enterprise procedure in our schools, to be eliminated presumably only after their inefficiency in handling the technique has resulted most disastrously on the boys and girls who have been under them. The schools must keep open, and we must turn our faces towards the direction of progress, so it is probably impossible to do otherwise; hence cautions are needed for those who would teach children as well as for those who would drive cars.

The Enterprise procedure offers us the greatest opportunity we have yet had for achieving results in the field of the intangibles, those outcomes which have been so elusive—attitudes, ideals, and favorable social relationships. We have been forced to admit that our moralizing in the school, our formal lessons on desirable traits of character, our stories with a lesson, have been largely barren of results. We have stressed the value of the playground activities which we have regarded as a trifle apart from the serious work of the school in socializing our children, in giving an opportunity for development of co-operation, sportsmanship, leadership, courtesy, respect for reasonable authority, cheerfulness and initiative. We have come to recognize that it is as true in matters of personality and character as it is in writing, arithmetic, and oral composition, that a child learns to do by doing. He becomes co-operative only when he has opportunity to practice co-operation. He learns how to give leadership only if he has opportunity to practice the assuming of responsibilities of leadership.

In the activities of the Enterprise the child has the experience of freedom from the restraint of rows and silence, under which condition he is essentially individualistic in his outlook. He now becomes a member of a group, of a committee, of a trio or a pair, and mutually with his fellows, pursues some undertaking in which he has the long missing opportunity (at least in so far as past classroom procedure is concerned) to become socialized. He is no longer an individual placed arbitrarily among his fellows; he is an integral part of a functional group.

But now the caution. It is all too easy for a teacher to interpret the spirit of the Enterprise procedure too simply in the matter of control. To give the children a free hand in the classroom to do pretty much as they please, is as dangerous as to turn an automobile loose on the highway without a driver or in charge of one lacking in appreciation of his social responsibility. We cannot assume that just because we have provided a social situation in our classroom by permitting the children to have informal and group contacts, that the resulting attitudes will be beneficial ones. If guidance is not given, if control is not exercised, we may very well get bossiness instead of leadership, or "liveliness" instead of temperate modesty. It has been mentioned above that the playground has been regarded as an agent for socialization. But we know full well that the effectiveness of that agency has been determined by the extent to which direction of its activities has been given by the supervisor. The domineering teacher has not been successful there; neither has the teacher who has allowed the children to play as they wished. The playground of itself is not necessarily a favorable socializer and more likely than not may be just the opposite. It is the supervision which counts.

There must be discipline during the time that the activities of the Enterprise are in progress. It should become essentially self-discipline with the child exercising such control as is appropriate to the social situation in which he finds himself. There must not be boisterousness nor horseplay. There must not be time wasting. There must not be unnecessary talking, nor must the necessary talking be carried on in loud tones. The welfare of the whole classroom community demands that there shall be restraint. The "hum of busyness" must not give away to the "din of license." If it does, far more harm will result from the

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activities than had the pupils been kept in their rows in silence. To provide social situations with negative outcomes is a retrogression which will lead us back to the survival of the fittest and the exercise of primitive drives and urges.

The teacher must still control the school situation. True, the control must be of a different kind, but it must nevertheless be present. The teacher must more than ever have the respect of his pupils. It is he who must bring to them the ideals and attitudes which are to be learned. These will not come out of the thin air, by accident or chance.

The child must learn, as every participant in a civilized community must learn, that with privileges go responsibilities. The child who does not conduct himself with restraint and in good taste must be deprived of his opportunity to participate in the freedom enjoyed by those who know how to respect the rights and wishes of others. The child who acts in an unsocial manner during an Enterprise period may very well be required to return to his seat or suffer some other deprivation of privilege. To permit him to continue, develops in him attitudes of the most unfavorable kind only.

The two fundamental principles of control, activity and consistency, are as applicable under the Enterprise technique as they ever were. The greatest cure for faulty discipline is prevention. Anticipate the needs of the children so that there is always something to do. It is when they lack occupation that they become annoying. Remember that while it is true that pupil initiative is stressed in the Enterprise procedure and that the children should be permitted to participate in the planning, yet in the final analysis the teacher is responsible for seeing that the activity goes forward. If the children fail to find something to do the teacher must supply their need or be prepared to endure a period of chaos.

There must also be set a standard of conduct, preferably arrived at through class discussion, to be observed during the activity periods. Once having been established it must be consistently maintained until such time as through judicious decision it is deemed desirable to change. Break-down in society seldom comes through weakness in the law: more often it comes through weakness and inconsistency in its enforcement. Having set the standard be careful to prevent transgressions, and to deal with such as arise, immediately and consistently.

If these cautions are observed, teachers will find their activity period not only more productive in conduct outcomes but also a pleasure and a bright spot on their time-tables, rather than a nightmare.

Our Teachers' Helps Department is your department, too. If you are meeting with difficulty in organizing your Enterprise, in integrating widely separated fields of subject matter, in stimulating a desirable type of response, or in controlling it after it is stimulated, communicate with this Department and your problems will be passed over to an experienced teacher for solution.

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2. Industry									
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(a) Completion of task									
(b) Care of materials									
4. Self-reliance									
5. Consideration for others									
6. Group spirit									
7. Self-discipline									
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Book Reviews

AN INTRODUCTION TO THE PHILOSOPHY OF EDUCATION

By Michael Demiashkevich
1935. The American Book Co.

The author, a graduate of the Imperial Historico-Philosophical Institute (Petrograd), is at present professor of Education at George Peabody College for Teachers.

In his book Professor Demiashkevich has made a genuine and generous contribution to education thought. Too many treatises dealing with the philosophy of education are but expositions of some particular philosophy; still others are inadequate because they lack the perspective which the history of philosophy gives; and others again fail in the very essential requirement of showing the significance of the philosophy of education in the everyday conduct of the school. In these respects Demiashkevich has met all requirements. In the three chapters of Part I he outlines the basic theses of the major philosophies—monism, materialism, idealism, scepticism, and dualism—and shows how these have been reflected, or are now being reflected, in different educational philosophies. Part II treats of the functioning of the philosophy of education in the training of the child as an individual—the acquisition and organization of knowledge, intellectual training, and character building. The chapter on character building is especially stimulating. Part III, consisting again of three chapters, shows how a philosophy of education functions in preparing the pupil as a member of the social order. In this section one appreciates the very moderate but critical discussion of such topics as education for social progress in a changing social order, education for nationalism, and education for leadership in a democracy.

From the point of view of the so-called "progressive" educators the author would be regarded as conservative, even reactionary. He is obviously sceptical of the soundness of the new-school movement, reflecting as it does the (as he implies) shallow philosophy known as Pragmatism and the still more superficial Instrumentalism of the Dewey school. "Impressive—at least on the surface"—he writes, "are the 'variables' of civilization, the changes actually taking place or proposed by would-be reformers and clamored for by journalists. Unostentatious are the constants which hold social mobility and prevent its lapsing into chaos." . . . "There are at least two such constants, one the permanent moral truth, and another the power of accurate and fertile thinking, that is, critical judgment."

The text, though at times unduly prolix, is eminently readable, and the book throughout is richly charged with evidence of the author's wide scholarship in philosophy, literature and education. It will make its strongest appeal to those who already possess some background of philosophy and educational theory.

H. E. SMITH.

THE ESSENTIALS OF PSYCHOLOGY FOR STUDENT TEACHERS

A. H. Allsopp, B.A., M.Ed.
J. M. Dent and Sons, Ltd., 1936, pp. 228

Your reviewer has often begun with interest the reading of a new book in educational psychology and been content to lay it aside long before completing it because he found neither new information nor stimulation. What a pleasant surprise came with the reading of Allsopp's book!

Interest was aroused when, on the first pages, I found the following sentences: "It is the business of psychology to offer you a comprehensive view of the motives actuating human behavior and by so doing to enable you to understand better, and therefore to control more readily, your own

behavior; and, secondly, to enable you to understand better, and so to direct more effectively, the modifications of behavior in children." . . . "our business is surely to educate children not for their vocation, but against it." . . . "Hence a vocational education in this wider sense becomes education for citizenship." . . . "Recent publications . . . make it increasingly clear that some form of social control of industry and of distribution is imperative if the economic chaos, into which the world has drifted, is to be cleared. With the details of any plans by which such social control can be effected we are not here concerned, but if the repercussions in the sphere of education are to be satisfactory, the organization must be such as to induce a complete change of attitude in the workers."

In the first one hundred and fourteen pages ending with a chapter on "Character and Will," the author discusses the problem of character education. If from the chapter headings, "The General Nature of Instinctive Behavior," "General Survey of the Primary Instincts," with Special Reference to Man," "Emotions and Sentiments," "The Self-Sentiment," etc., you surmise that McDougall's writings have influenced the writer, you surmise correctly. One notes a close parallelism between McDougall's theory and Allsopp's treatment but the latter is concise and meaningfully applied and illustrated throughout.

On pages 115 to 180 the topics Discipline, The Learning Process, Interest and Attention, Habit and Memory, are discussed. The following passages throw light on the author's thesis: "By coercion we may engender a measure of self-control in a particular class, or even perhaps throughout a whole school, but only when our adolescents, having a free choice between good and evil, form a moral sentiment (and ultimately an ideal) of self-control, can we expect that type of behavior to outlast their school careers, and permeate all other spheres of their activity; only then can we expect the emergence of true discipline" . . . "It may be conceded, however, that the laws (Thorndike's laws) do have some significance in the very early years of child life, in learning, for instance, the control of limbs by stretching out to take hold of attractive objects, and by handling everyday utensils and playthings; also in the early years of school life, in such elementary learning processes as spelling and addition and subtraction bonds. Even these, however, we seek to rationalize as far as possible. On the whole, therefore, these laws of learning may be very useful to menagerie keepers, but are not very useful to teachers." . . . "All that school can or need do for the child is to teach him to think." . . . "Interest is not necessarily pleasant; it impels to action." (Dewey.) . . . "We generally find habits developed in the service of, or as the expression of, our sentiments." . . . "Conative unity will take the place of a good many repetitions" . . .

The last fifty pages of the book are devoted to problems of psychoanalysis and of intelligence testing. The treatment here is too brief to be very helpful.

Your reviewer finds himself turning frequently to McDougall for help on the problem of character education. Allsopp's book gives this assistance in practical, applied form. All phases of learning take their place in the "motives" framework. There is less experimental evidence than is given in most modern books. There is no discussion of attainment tests and no psychology of school subjects. There is presented, however, a foundation upon which to build.

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